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Wellness Center at Eureka City Schools (ECS)

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Wellness Center at Eureka City Schools (ECS) Emma Davis Department of Social Work Cal Poly Humboldt Class of 2022

Community Need Statement

- Improve overall human wellness and accessibility to healthcare, support, and community connection
- Address health gap disparities, rural barriers, and discrimination when accessing support
- Engage in community collaboration
- Provide a physical space for student regulation and community building on school campuses
- Students want resources and support



- Collected student feedback via a survey, various feedback groups, and a student advisory board named Students Advocates Guiding Engagement (SAGE)
- The survey was sent to 1322 Eureka High School students and 73 Zoe Barnum students which yielded 749 total usable responses
- Approximately 130 students participated in a total of 11 feedback groups related to the wellness center
- Collaborative and ongoing meetings between community partners, ECS staff and students, relevant stakeholders, and community members

Theoretical Frameworks

- Cultural humility and decolonization action
- Unconditional positive regard
- Intersectionality
- Trauma-informed, historical trauma, and resilience theories
- Justice and advocacy

- Multilogical perspectives
- Ecological systems theory
- Harm reduction
- Peer-to-peer support and youth engagement models
- Survivor-centered approach
- Person-centered care
- Reflective practice



Student Advocates Guiding Engagement (SAGE): A Student-led team that helped support and inform the development of the wellness center during the 2021-2022 school year

Credibility Statement

- Lived, practice, and research experience
- Data derived from the survey and various feedback groups
- Student-led, driven, and directed with collaborative efforts between local professionals, community partners, and community members

