

## **Syllabus: Theoretical & Empirical Basis of Ecopsychology Spring 15 v.2**

Lewis & Clark Graduate School of Education and Counseling

**Course Number:** CPSY 554 / CECP 854  
**Term:** Spring 2015  
**Department:** Counseling Psychology / Center for Community Engagement  
**Faculty Name:** Thomas Joseph Doherty, Psy.D.  
**Faculty Contact Info** Cell/Text: 503-866-1323 / tdoherty@lclark.edu

### **Course Calendar & Meeting Times:**

**Dates:** Weeks of 2/23/15 – 4/27/15 Assignments and Online Activities

#### **In-class meetings**

- 2/28/15 Saturday 9:00 AM - 5:00 PM
- 3/14/15 Saturday 1:00 PM - 5:00 PM
- 4/25/15 Saturday 1:00 PM - 5:00 PM

**Location:** York Graduate Center, Room 121

### **Catalogue Description:**

This course provides an introduction to ecopsychology theory, research findings and practices. The course also surveys related concepts, findings and practices in psychology, mental healthcare professions, the social sciences and the humanities. The course provides a foundation for the practice of ecotherapy and wilderness therapy, for professional conservation and sustainability work, and for environmental education, advocacy, and activism.

Prerequisites: CPSY # Environmental Identity and Ecological Self

Credits: 2 Semester Hours

### **Course Summary and Instructor Statement:**

This course provides an introduction to ecopsychology and survey of related concepts, findings and practices.

Ecopsychology: Ecopsychology emerged as a late 20th century movement that provided a rationale for the emotional affiliation with nature and other species experienced by individuals in modern industrialized societies. Ecopsychology provided a therapeutic aspect to the environmental movement and was particularly important for those whose emotional connections with nature were denied, ignored, or truncated. An ecopsychology perspective hypothesizes direct and indirect connections between (1) human mental health and wellbeing, (2) the integrity of the natural environment, and (3) contact with natural settings and processes. Along with other environmental psychology approaches,

ecopsychology contends that psychological knowledge and practices, including psychotherapeutic insights and practices, could make important contributions to the solution of “environmental” problems.

Ecopsychology also represents an explicit critique of so-called “mainstream” therapeutic and psychiatric approaches, in which more-than-human nature remain effectively absent, or of other environmental psychology approaches that operate on more of an experimental basis and that lack a therapeutic or social justice focus.

Ecopsychology, as a worldview and grassroots social movement, transcends the academy and professional practice. Given some ecopsychology writer’s critiques of research and academia, ecopsychology can be seen as transdisciplinary and even anti-disciplinary. In this course, we’ll approach the topic from a scholarly perspective, that is grounded in empiricism, and that is also open to others ways of knowing, social and environmental justice perspectives, and the context of popular culture.

Ecopsychology has been variously defined. **For the purposes of this course, a working definition of ecopsychology is “the study of the human species’ psychological interdependence and interbeing with rest of the natural world.”**

Empirical Basis: There are a number of perspectives and traditions in psychology and other disciplines that explore humans’ relationship and interactions with nature and the natural world. We will reference a number of these perspectives in the course of our work. For example, we will survey research-findings in environmental and conservation psychology that explore the health benefits of natural settings, the development of environmental identities, and effective promotion of conservation behaviors. These provide a number of “tools” to use in ecopsychology practice.

Environmental Diversity: Self-reflection and attention to individual and cultural diversity is a big part of this course. This includes diversity regarding environmental experiences, impacts, beliefs and opinions -- and the intersectionality of environmental consciousness with other forms of consciousness and identity (i.e., “environmental diversity”). Students will be guided toward understanding their own environmental identity, their motivations for taking an environmental approach in their academic and professional work, and ways to integrate ecopsychology into their existing theory and practice base.

Outcomes: A key outcome will be learning to recognize and honor the diversity of environmental worldviews-- and to thoughtfully evaluate the practical benefits of the diverse knowledge claims that coexist under the ecopsychology paradigm. The perspective proposed by this course is that “conventional” or research-based approaches to ecopsychology (e.g., integrating a nature-based techniques into

mainstream counseling practice) and “radical” approaches (i.e., those envisioning fundamental changes to society and the counseling enterprise) can co-exist, and in fact support each other.

### **Course Details:**

- This is a two credit, 10 week long course that meets on three weekend afternoons and includes weekly readings and self-directed online dialogue.
- Class sessions will balance didactic presentations with exercises, role-plays, outdoor activities, video presentations, and/or guest speakers.
- The course includes required written work, online dialog, classroom activities and/or field trips.
- All students are required to have a valid email address and to use the course Moodle page.
- Class meetings or field trips will include outdoor activities. Please dress appropriately for the weather.

### **Course Requirements:**

1. Full attendance, includes in-person and Moodle site use and dialog, and active and informed participation in class discussions and activities
2. Class Participation Goals
3. Weekly Readings and Activities
4. Weekly Blog Posts
5. Interview
6. Personal Challenge
7. Class Portfolio

### **Evaluation and Assessment:**

Attendance: Full class attendance is required. Since this meetings use group process, there is no effective “make up” or alternative to class attendance. Consult the instructor regarding any absences in advance. Lack of attendance in class sessions may be grounds for an incomplete.

Evaluation: Written and oral presentations will be evaluated on the basis of their clarity, thoughtfulness, and integration of themes and issues of the class. Detailed competency examples are below.

### **Competencies Assessed:**

- Academic rigor: Students will clearly demonstrate the theoretical and empirical basis of their work, and use clarity in their language (e.g., recognizing multiple meanings of commonly used terms such as “nature”).

- Theoretical and methodological pluralism: Students will demonstrate the ability to identify different theories and practical applications within ecopsychology.
- Self reflection and collaboration: Students will articulate personal and professional motivations regarding ecopsychology and demonstrate the ability to collaborate with others having differing values.
- Effective and equitable application: Students will demonstrate the ability to describe their work in terms of practical and measurable outcomes (at various scales, e.g., at the levels of individuals, the local community, and natural systems).
- Ethical thinking: Students will demonstrate the ability to articulate relevant principles of counseling and educational ethics as well as the strengths and weaknesses of existing ethics codes in providing guidance for ecologically-based practice.

Evaluating Blog Posts: As an instructor, Thomas uses the blog posts to track students' progress through the course. He'll be looking for evidence of assimilation (students integrating the material into their existing knowledge base), accommodation (students describing new insights based on novel information) and application (students discussing ways to test and apply the course materials in their academic and professional work).

Grading: A grade of A will be reserved for comprehensive and exemplary work that demonstrates mastery or a professional standard. A grade of B+ will be the benchmark for satisfactory completion of assigned tasks. Grades of A-, B, B- will be applied to work that adds to or are missing required aspects. C papers and presentations will be returned for revision. Some course activities will be ungraded and some will be pass/fail. The instructor reserves the right to use subjective judgments regarding grading.

Disability Services: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

Diversity, Culture & Accommodations: The instructor will make efforts to recognize diversity, culture and individual differences in the classroom and to create a safe and collegial learning environment for all students. Please contact the instructor regarding any special needs or accommodations required.

Sustainability: We are all encouraged to consider personal and environmental impacts associated with this course. This includes reducing or mitigating high impact behaviors by practicing alternate or communal forms of transportation

(e.g., using carpools, biking; see commuter tips below). This also includes being efficient with use of energy and resources (e.g., turning off lights, computers and power strips when not in use). The use of recycled paper is encouraged as well as double-sided printing or printing on the blank side of previously used papers (clearly draw a line through non-course content). LC Commuter tips: <http://www.lclark.edu/live/news/22982-top-10-tips-for-lewis-amp-clark-commuters>

Sustainability also includes pacing oneself and remembering the basics (for you) of healthy diet, adequate rest, vigorous exercise, and nurturing relationships. Be mindful of screen time and immersion in information technology (in terms of time spent and content). Get outdoors and outside of the human sphere and in contact with the rest of nature and other species. Remember why you are in school and what this means for you. Challenges and suffering are a part of life and these are best met with a sense of purpose.

### **Readings:**

The course has required readings and optional / supplemental resources for further study. Required and supplementary readings will typically be available on the Lewis & Clark Moodle Site and/or on reserve at Watzek library.

Examples of Text Excerpts:

- Weber-Nicholsen, S. (2001). *The Love of Nature at the End of the World*. Cambridge, MA: MIT Press. ISBN: 978-0-262640-51-0
- Clayton & Myers (2009) *Conservation Psychology: Understanding and promoting human care for nature*. Cambridge, MA: MIT Press. ISBN: 978-1-405176-78-1
- Kahn, P. H. & Hasbach, P. H. (2012). *Ecopsychology: Science, Totems, and the Technological species*. Cambridge, MA: MIT Press. ISBN: 978-0-262517-78-2
- Harre, N. (2012). *Psychology for a Better World*. <http://www.psych.auckland.ac.nz/en/about/our-staff/academic-staff/niki-harre/psychologyforabetterworld.html>
- Mackenzie-Mohr, D. (1999). *Fostering sustainable behavior*. Online version. <http://www.cbsm.com/pages/guide/preface/>

### **Written Work:**

**Weekly Moodle Blog Posts - Due Thursday 11:55 PM of each week (No Post Required during Spring Break)**

An ecopsychology "blog" post discussing the week's readings, assignments and activities is due from each student each week on Thursday by midnight. Please post here. Integrate your thoughts about weekly readings and assignments with current events identified from a survey of the [NY Times Dot Earth Blog](#) and (optional) other activities or readings (such as from other classes or your work or play).

- Post length: Compatible with 250-500 words, or 1-2 double spaces pages, or as needed.
- Post title: "YOUR NAME Weekly Post DATE"
- Beginning Week Three: Scan classmates' posts and make at least one comment per week. Be respectful and note areas of agreement or difference.

**Class Participation Goal****Due Thursday 3/6/15 Post to Moodle\***

Each student is required to formulate a personal class participation goal for this course and share it with the instructor by the end of week 2.

For example, in terms of class interactions, some students may seek to increase their comfort and assertiveness with public speaking, others may want to work on formulating concise comments, others on giving feedback to others, while still others may want to work on being comfortable with silence and speaking less than is their norm. Other goals may focus on writing or Moodle communication. Others may focus on self-care, balance and a sense of personal sustainability while engaged in academic work and life tasks.

Length 75 – 150 words.

**Quiz (In Class, As Needed)****Date: TBD**

This will be a short answer and multiple-choice quiz focused on terms, concepts, and techniques discussed in the class. The quiz is a "learning tool" to improve retention and comprehension of class materials. Students will receive credit for taking and correcting the quiz. The quiz will be taken individually and answers processed as a group. Students will be allowed access to books, laptops, and the internet, including the course Moodle page.

**Interview - Oral Report at Class 4/25/15, Write-up in Portfolio Due 5/1**

Schedule a brief interview with a person to discuss (1) their primary living environments (i.e., outdoor, indoor, home, work, "third space" places such as cafés, car travel) and how these may affect their (2) mood and wellbeing and (3) their thoughts about their relationship with nature, the natural world, environmental issues, etc. Review materials in class such as the Stokols et al

article on "polyfunctional environments" and technology, readings on restorative natural settings, sources of "environmental trauma" etc. Your role is to be curious and supportive about the possible relationships in your interviewee's life between place, mood, and environmental identity/ecological self. You might choose the same person you did in the Environmental Identity class so that you can deepen your rapport and refer to the earlier interview. You may also choose to interview a new person if that is more appropriate. Allow 45 minutes to an hour for an interview, though you may tailor this to your needs.

In your write up, be sure to give (1) a brief description of the person, (2) a summary of the interview, (3) key takeaways, and (4) your own personal reflections about the interview and the topic.

Write up: Length 2-3 double-spaced pages. Post online to Moodle Forum. Add to Portfolio.

### **Personal Challenge Project: Oral Report at Class 4/25/15, Write-up in Portfolio Due 5/1**

The challenge project is an opportunity to apply concepts or lessons from the course into your own life. You might choose to add, subtract, increase or reduce some kind of behavior or activity, and track this overtime. You might choose to create a one-time activity such as a outdoor retreat or a technology fast. You're encouraged to use a wide interpretation of ecopsychology to include personal identity, personal behavior and health, outdoor activities or interactions with other species, the arts and spirituality, and your professional work, etc. Suggested timeframe: reflect on or begin your project on spring break and give yourself time (e.g., three weeks) to undertake your project. Be prepared to discuss your project at the class on April 25. A write up of your project (2-3 pages double spaced) is due in your final portfolio on 5/1/15. Include a description of your challenge, reasons you chose that particular activity, tangible quantitative outcomes (e.g., measured, quantified outcomes) and qualitative, subjective outcomes (i.e., your reflections on experience). Consult with Thomas as needed.

Write up: Length 2-3 double-spaced pages. Post online to Moodle Forum. Add to Portfolio.

### **Portfolio**

**Due 5/1/15**

Compile, review, and reflect on Blog posts, Interview, and Personal Challenge Project, and other course work (e.g., in-class projects, quizzes or discussions). Add a one page summary reflection on the course with key lessons and take away's. Consult with Thomas as needed.

Format: APA Style, double spaced, insert page #'s. Hard copy, double sided printing recommended. Drop at CPSY Office. Portfolios will be returned after grading.

**Contents:**

1. Separate Title Page: "(Your Name) Theoretical & Empirical Basis of Ecopsychology Portfolio 2015
2. Summary Reflection 1-2 pages
  - a. Key learning & take-away's from the course
  - b. Next steps for you in terms of ecopsychology (personal goals, certificate, professional work)?
3. Blog Posts (as originally posted)
4. Interview Write Up
5. Personal Challenge Write up
6. Optional: Other examples of course work (e.g., drawings, class room exercises, quizzes, photos, etc.)

**Course Outline****Introductory Course Topic Sequence Part II – From Identity to Therapy**

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**Week of 2/23/15: Environmental Identity, Self, and Consciousness**

**Note: Classroom Session #1 on 2/28/15 from 9 - 5 PM**

**Readings**

- Abram, D. (1996). Ch. 6: Time, Space, and the Eclipse of the Earth. In *The Spell of the Sensuous*. New York: Pantheon

**Video**

- Psychology & Nature Video Project Video #1 – Thomas Doherty:  
<https://www.youtube.com/watch?v=Hx5w9foRaCA&feature=youtu.be>

**Supplemental**

- Amel, E. L., Manning, C. M. & Scott, B. A. (2009). Mindfulness and Sustainable Behavior: Pondering Attention and Awareness as Means for Increasing Green Behavior, *Ecopsychology*, 1. 14-25.
- Bragg, E. A. (1996). Towards ecological self: Deep ecology meets constructionist self-theory. *Journal of Environmental Psychology*, 16, 93–108.



- Clayton, S. (2003) Environmental Identity: A Conceptual and Operational Definition in Clayton & Opatow Eds. *Identity and the Natural Environment*. Cambridge, MA: MIT Press.

### **Prompt for blog post**

This week's readings follow directly from the Environmental Identity course. They will pick up where we left off for recent students, and allow students from Fall 2014 to come back to the material. The main reading is a chapter from David Abram. I encourage you to take time with this as Abram's work is very reflective and experiential and will give you a sense of the depth of ecopsychology. Pay particular attention to Part II of the chapter. It illustrates very well the synthesis of (1) environmental identity (beliefs, language), (2) self (experience and being), and (3) consciousness (moment-to-moment awareness) that I have been describing in classes. The papers by Elise Amel and colleagues, Elizabeth Bragg, and Susan Clayton provide an empirical basis for this awareness, self, and identity (e.g., how it can be studied and measured). All of these are "classic" readings. The video is a draft of a project that I'm working on. It will remind you about various approaches in psychology that address the natural environment.

For your weekly post: describe your responses to the Abrams chapter and ways that you might experience or apply his ideas about place and time in your daily life, and why this may be beneficial. Optional but encouraged: scan the other readings and highlight key points that illustrate an empirical basis for the more "phenomenological" and creative philosophical perspective of Abram's.

### **Week of 3/2/15: Environmental Trauma**

#### **Readings**

- Jungerson, et al (2013) All trauma is not the same. *Counseling Today*
- Stokols, D., Misra, S., Runnerstrom, M. G., & Hipp, J. A. (2009). Psychology in an age of ecological crisis: From personal angst to collective action. *American Psychologist*, 64, 181–193 (Note section on Behavioral, Psychological, and Health Impacts of Environmental Change p. 186).
- Lertzman, R. (2008) The Myth of Apathy. *The Ecologist*
- Doherty, T. J. (In Press). Mental Health Impacts. In J. Patz & B. S. Levy (Eds.) *Climate Change and Public Health*. Oxford University Press

#### **Supplemental**

- Glendenning, C (1995) Technology, Trauma and the Wild. In T, Roszak, M. E Gomes, & A. D. Kanner, (Eds.) *Ecopsychology: Restoring the earth, healing the mind*. (p. 41-54). San Francisco: Sierra Club books.

### **Prompt for blog post**

The readings this week provide different entry points to approach the concept of "environmental trauma." Jungerson et al. discuss acute trauma related to natural and technological disasters. Stokols et al. describe how technological changes and hybrid "wired" life spaces expose people to constant input and stress regarding environmental events. From a psychoanalytic perspective, Lertzman proposes that apparent apathy regarding environmental issues is really a symptom of overwhelm. Doherty provides an integrative framework to understand the mental health impacts of global climate change.

As an optional supplement, Glendenning offers an ecopsychology polemic on negative impacts of technology.

For your blog, discuss the concept of "environmental trauma" (ET). Make sure to reference the readings. For example, have you witnessed ET in yourself or others; if so, what are some examples? What are the mechanisms of ET, based on work such as Stokols, Jungerson, Doherty, and Lertzman? What are possible coping skills?

### **Week of 3/9/15: Health Benefits of Nature / Life Span Development**

**Note Class Meeting # 2: 3/14/15 Saturday 1:00 PM - 5:00 PM**

We have a combined topic this week. For the readings, you have the option of a chapter or looking at some original source articles. There are also a number of supplemental articles and resources that are not required will allow you to go deeper into the topic if you are interested.

### **Chapters / Summaries:**

- Doherty, T. J. & Chen, A. (In Press). Improving Human Functioning: Ecotherapy and Environmental Health Approaches. In R. Gifford (Ed.). *Research Methods in Environmental Psychology*. John Wiley & Sons.

### **Original Sources - Health Benefits of Nature**

- Ulrich, R. 1983 View through a window may influence recovery from surgery. *Science*, 224. 420-421
- Frumkin (2001) Beyond toxicity - Human health and the natural environment

### Original Sources - Life Span Development

- Chawla 2007 Childhood Experiences Associated with Care for the Natural World- A Theoretical Framework for Empirical Results. *Children, Youth and Environments*, 17.
- Kempton Holland (2003) Identity and sustained environmental practice. In S. Clayton & S. Opatow (Eds.), *Identity and the natural environment*. Cambridge, MA: MIT Press. -- (See pages 331-336)

### Supplemental - Restorative Natural Settings

- Clayton & Myers (2009) *Conservation Psychology*
  - Chapter 5: Theoretical Foundations (See pages 81-86)
- Landscape and Human Health Laboratory (LHHL)
  - <http://lhhl.illinois.edu/>
- THERAPEUTIC GARDEN CHARACTERISTICS (Adapted from American Horticultural Therapy Association 1995)
- Scopellitia, & Giuliana (2004) *Choosing restorative environments across the lifespan- A matter of place experience*

### Supplemental - Lifespan

- Clayton & Myers (2009) *Conservation Psychology*
  - Chapter 4: Environment and identity Review (See pages 55-59)
- David Sobel's Children and Nature "Play Motifs" (Design Principles) — A Summary
- Sobel (1993) *Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood* (Tucson, AZ: Zephyr Press, 1993) - Ch.4 Adult Memories
- Film: Balmes, T. (2010). *Babies* (cross cultural examples of infants in built and natural settings)

### Prompt for blog post

What are some ways that knowledge of the restorative effects of nature and / or the role of nature across the lifespan can be helpful in developing ecopsychology programs or interventions? What are some key points from the readings that stood out for you personally or seemed important for work you want to do?

## **Week of 3/16/15: Spirituality and the Arts**

### **Readings**

- Chameides 2013 Are Artists the Ultimate Environmentalists?
  - <http://conservationmagazine.org/2013/10/artists-ultimate-environmentalists/>
- Taylor, B. (2010). *Dark Green Religion* Chapters 1 & 2
- Sponsel, L. (2012). *Spiritual Ecology*. Chapters 14, 17, 18 (Joanna Macy, Burning Man Spirituality, *Avatar* movie)

### **Art Examples:**

### **Literature and Poetry**

- Ecopsychology Narratives Class 2013 Poetry Selections
- Raymond, (2008). Old Joy (short story) in *Liveability* (see also *Old Joy* film by Amy Reichert below).

### **Visual Arts**

- International League of Conservation Photographers Site:
  - <http://www.ilcp.com/>
- Frazier (2013). In the Beautiful, Threatened North. Review of *Arctic Voices: Resistance at the Tipping Point*. New York Review of Books

### **Plays**

- Zinoman (2013, Feb 7). Fate of the Earth Takes Center Stage - 'This Clement World,' a Play About Climate Change - NYTimes.com

### **Films**

#### **Non-fiction Examples:**

- *Life in a Day* <http://www.youtube.com/user/lifeinaday>
- *Chasing Ice, Grizzly Man*

#### **Fiction films;**

- Recent: *Wild, Tracks, Force Majeure, Promised Land, Melancholia, Avatar, Old Joy*
- Other examples: *Fitzcarraldo* (and other films by Werner Herzog), *Mind Walk, Dances with Wolves, Whale Rider, Erin Brockovich, Fern Gully, A River Runs Through It, etc.*

### **Prompts for blog post**

- (1) Spirituality Option: Discuss Taylor's concept of "green" and "dark green" religions. How are these different? What does Sponsel suggest are cultural influences or individual differences that may influence a person's interest or beliefs in these? How might this be useful to know for ecopsychology practice?
- (2) Art-based Option: Focus on one work of art (or small group of art works) and discuss it from an ecopsychology perspective. How does the artwork allow for creative expression or eco-therapeutic benefits that are difficult to achieve in other modalities? Make reference to ecopsychology principles or concepts. Try to choose works of "art" (i.e., literature, painting, sculpture, photograph, film, etc.) rather than fact-based documentaries or editorials.

### **Week of 3/23/15: Spring Break No Assignments (or catch up)**

### **Week of 3/30/15: 1<sup>st</sup> Wave Ecopsychology & Responses**

#### **Readings**

- Original Ecopsychology Newsletter, Issues 1-5 (1994-1996).
- Early Critiques of Ecopsychology: White (1998)

#### **Additional Perspectives**

- Early Empirical Ecopsychology: Bragg (1996)
- Reser (1995) *Whither Environmental Psychology...*
- Doherty (2009). Joseph Reser The Ecopsychology Interview.

#### **Prompt for blog post**

Scan the original issues of the *Ecopsychology Newsletter*, circa 1994-1996. Read at least one article per issue in depth. Compare this vision of ecopsychology with the supportive yet critical review offered by White (1998). With the benefit of hindsight, what are your thoughts on the differences and similarities between the early, so-called "first-generation" ecopsychology thinkers, exemplified by the newsletter writers, and their commentators/critics exemplified by White chapter (and by Reser's 1995 article in the optional readings)? What aspects of the first-generation ecopsychology vision were problematic for commentators in mainstream psychiatry or environmental psychology (and vice versa)?

Additional Perspectives readings give further depth on these 1990's debates: see the 2009 *Ecopsychology Journal* interview between Joseph Reser and Thomas Doherty, Note that the paper by Elizabeth Bragg (1996) helps to bridge the ideas and methods of the first-generation environmentalist, ecopsychology thinkers and

their more empirical commentators. We'll look at this directly seminal paper later in the course.

### **Week of 4/6/15: 2<sup>nd</sup> Wave Ecopsychology & Responses**

#### **Readings**

Lertzman, R. (2004) Ecopsychology Theory and Critical Intervention.

Doherty (2007) A Peer Reviewed Journal for Ecopsychology. *Ecopsychology*, 1

Kahn & Hasbach (2012). Introduction. *In Ecopsychology: Science, Totems, and the Technological species. MIT Press*

Fisher, A. (2012) Still Radical After All These Years. In *Radical Ecopsychology* (2nd Ed.). Albany, NY: State University of New York Press

#### **Additional Perspectives**

Roszak (2001) Afterward: Ecopsychology Since 1992. In Roszak, T. (1992 / 2001). *The voice of the earth*.

Doherty, T. J. (2012) Kahn & Hasbach Ecopsychology Roundtable Interview. *Ecopsychology*,

Doherty, T. J. (2011). Andy Fisher - The Ecopsychology Interview. *Ecopsychology*, 3, 167-173

#### **Prompt for blog post**

Discuss changes, trends or evolution you see in ecopsychology in the period between the 1990's and the 2000's. How might this reflect social or political changes, environmental or technological changes, or the actions of individual persons? How can we understand this in relation to other trends in environmental psychology, in counseling work or perspectives on mental health and wellbeing?

### **Week of 4/13/15: Ecotherapy**

#### **Readings**

Jordan, M. (2015) *Therapy and Nature* Chapter: Taking Therapy Outside-Therapist's Stories

Reese & Myers (2012) EcoWellness-The missing factor in holistic wellness

- Rust, M. J. (2009) Why and how do therapists become ecotherapists. In Buzzell & Chalquist *Ecotherapy*

### **Additional Perspectives**

Randall, R. (2009) Loss and Climate Change: The Cost of Parallel Narratives. *Ecopsychology*, 3, 118-129 - *Example of group work*

Conn, S. (1998). Living in the earth - Ecopsychology health and psychotherapy. *Humanistic Psychologist*

Thomashow M (1995). *Ecological Identity*. Chapter 5 Ecological Identity & Healing (see "Eco-confessional" Exercise p. 151-154)

### **Prompt for blog post**

Consider: Do you see trends noted in development of ecotherapy in the readings? How do you see ecopsychology or related endeavors figuring into your professional work? How does an ecotherapy approach align with or conflict with other kinds of therapy orientations? How could an ecotherapy be the base for a broad general practice?

### **Week of 4/20/15: Sustainability & Behavior Change**

**Note Class Meeting #3: 4/25/15 Saturday 1:00 PM - 5:00 PM**

### **Readings and Videos:**

Mackenzie-Mohr, D. (1999). Fostering sustainable behavior. Online version. <http://www.cbsm.com/pages/guide/preface/> Access online and read Sections: "Fostering Sustainable Behavior" and "Steps 1-5."

Schultz, P. W. (2013) Strategies for Promoting Proenvironmental Behavior (Review this paper for range of strategies)

Harre, N. (2012) *Psychology for a Better World*: <http://www.psych.auckland.ac.nz/en/about/our-staff/academic-staff/niki-harre/download-the-book.html>. Access online and review:

- Chapter one – Introduction

- *Chapter two – Positive emotions and flow: Encouraging creativity and commitment*
- *Chapter six – A self-help guide for sustainability advocates*
- See also Harre Video:
  - [https://www.youtube.com/watch?v=2zExibEV\\_PY](https://www.youtube.com/watch?v=2zExibEV_PY)

Doherty, T. (2015) *Psychology and Nature* (videos: review these to follow up on several themes from the course.)

- <https://www.youtube.com/playlist?list=PLRfHZ9wXKs6dptZx0YVwH0B-H0T4VOK57>

### **Optional Supplemental Readings and Resources**

Schultz (2011) Conservation Means Behavior. *Conservation Biology*, 25, 1080–1083

Stern, P. (2000). Toward a Coherent Theory of Environmentally Significant Behavior. *Journal of Social Issues*, 56, 407–424

Concluding passage from Paul Hawken *Blessed Unrest*  
Hawken (2007) To Remake The World. *Common Dreams*.

### **Prompt for blog post**

Individual and system-wide behavior change is either an explicit or implicit focus in all variations of environmental psychology. Discuss what research says about what "works" regarding behavior change (e.g., see McKenzie-Mohr and Schultz) and how may that differ from what most people think works? How does Harre frame behavior change in her work? How do Doherty's videos prepare viewers for behavior change? What is your perspective on behavior change after undertaking your own change project?

### **Week of 4/27/15: Final Portfolio Due 5/1**

1:1 Meetings with Instructor (optional, encouraged)

### **Week of 5/4/15: Grades Due / Post Semester**

1:1 Meetings with Instructor (optional, encouraged)