

Course Syllabus
Lewis & Clark College
Graduate School of Education and Counseling

Course Name: Ecotherapy and Applied Ecopsychology
Course Number: CPSY 597-01
Term: Fall 2016
Department: Counseling Psychology
Faculty Name: Patricia H. Hasbach, Ph.D.
Faculty Phone/Email: 541-345-1410/ phasbach@lclark.edu

Course Calendar & Meeting Times

Days: Sundays, September 11 & October 16, 2016
Times: 9:00am – 5:00pm
Location: York Graduate Center, Room 107

Course Descriptions:

This course in Ecotherapy focuses on broadening and deepening the practice of psychotherapy by extending the psychotherapeutic context to include the natural world in which we live. We will survey research that supports the theoretical foundations of ecotherapy found in environmental and conservation psychology, ecopsychology, evolutionary psychology, and biophilia. Specific practices and methods that incorporate nature into the therapeutic process will be explored and students will have the opportunity to practice these techniques. We will explore topics such as environmental identity, restorative effects of direct contact with nature, a “sense of place,” the concepts of a Nature Language and Human Rewilding, and contemporary influences that affect the human-nature relationship. Ethical issues unique to the practice of ecotherapy will be discussed.

Course Structure:

- This one-credit course includes two in-person class sessions that are held on two weekend days one month apart.
- The course includes self-directed activities outside of the classroom sessions.
- During the class meetings, didactic presentations will be balanced by group exercises, outdoor activities, in-class student presentations, and video presentations.
- Course activities include readings from assigned text and articles, written work, reflection exercises, and in-class presentations.
- Each class meeting will include classroom time and outdoor activities on campus. Students should dress appropriately for the weather.

Course Goals:

1. Gain a comprehensive understanding of the theoretical foundations of ecotherapy.
2. Develop a deeper understanding of the influence of the human-nature relationship on our mental health and well-being, and develop strategies to address this ecological context in the therapeutic process.

3. Gain a deeper understanding of ecotherapy methods and practices, and be able to identify ways to integrate this work into students' academic and professional development.

Required text:

This course has two required text (available at the LC bookstore and in various online venues such as Amazon.com). Additional readings will be made available during the course.

Buzzell, L. & Chalquist, C. (Eds.) (2009). *Ecotherapy: Healing With Nature in Mind*. San Francisco, CA: Sierra Club Books.

Kahn, P. H., Jr. & Hasbach, P.H. (2012). *Ecopsychology: Science, Totems, and the Technological Species*. Cambridge, MA: MIT Press.

Course Requirements:

1. Full class attendance is required. Since class weekends are experiential and involve group process, there is no effective "make up" to class attendance. Consult instructor regarding any absences in advance. Missed class time may result in an incomplete.
2. Since this course is designed to be an interactive experiential exploration of Ecotherapy, students' participation in class discussions and activities are essential. If there are any questions or concerns regarding the participation in any particular experiential exercise, please notify the instructor. Class participation includes:
 - a. Informed discussion of reading assignments
 - b. Engagement in class role plays and activities
 - c. Personal reflections regarding in-class activities
 - d. Respectful and constructive feedback on peers oral and written work
3. Personal description paper
4. Reflection/process paper (2-3 pages, single spaced plus references)
5. Self-directed exercises and journal entries during the mid-course month including:
 - a. Place Bonding Exercise and sharing of journal entries in some creative way
 - b. Presentation of a Current Topic of Interest Related to Ecotherapy/Applied Ecopsychology
6. Final term paper (6-8 pages, excluding cover page and references)

Personal Description Paper – due prior to first class – by Thursday, 9/8/16

Short personal description (2-3 paragraphs) of yourself (e.g., background and academic focus), your interest in and/or experiences with ecotherapy or related areas, and any goals you have for this course. *Please email your personal description to the instructor as an attachment in a Word-compatible document.*

Reflection/ Process Paper – due Monday, 9/19/16

Students will submit a 2-3 page reflection/process paper after the first weekend meeting. In this paper, you should engage with the main ideas in one or more of the assigned readings. You can also draw on class exercises and discussion from our first weekend meeting. Quote from critical passages in the articles to develop your ideas in a scholarly manner. Papers should be submitted in APA format with a cover page and references. Good grammar, spelling, and polished writing are important!

Please email your paper to the instructor as an attachment in a Word-compatible document. Your paper with comments will be returned to you via email.

Mid-course Exercise: Place Bonding – due Sunday, 10/16/16

During the four weeks between our class weekend meetings, I would like you to develop a relationship with some special place in nature. This place may be a site in wild nature, in a local park, on campus, or any outdoor space you are drawn to.

Please go there at least once/week for the next several weeks (minimum 4 visits). Go there at various times of the day and in different weather conditions. I would like you to write a journal entry each time you visit your special place. Here are a few suggestions for your journaling:

1. How do you feel in this place? What state of mind arises in you here?
2. What is the nature of your relationship with this place?
3. How do you experience, if at all, healing in this place?
4. What are some of the relationships you observe in this place?
5. What sensations do you notice when you are here?
6. What do you feel compelled to write about when you are in this special place?

Please bring your journal entries with you to our second weekend class meeting. You will be asked to read or share in some creative way, one entry with the class.

Please turn in a copy of all your journal entries to the instructor. You may email the entries to the instructor by Friday, 10/14/16 or turn in hard copies by Sunday, 10/16/16.

Mid-course Assignment: Presentation of a Current Topic Related to Ecotherapy/ Applied Ecopsychology – due Sunday, 10/16/16

Students will research some current topic related to the practice of ecotherapy; or related to an application of ecopsychology for a “real world” environmental challenge. Students should read at least two sources (journal articles, book chapters, substantive blogs, etc.) on their topic of choice and be prepared to offer a 10 minute oral presentation on that topic in class.

Please turn in a hard copy of your report, with references used, to the instructor on the day of your presentation

Final Paper – due Friday, 11/4/16

Students will submit a 6-8 page (excluding cover page and references) final paper with four sections:

1. Theoretical foundations of ecotherapy – Discuss one theoretical construct of ecotherapy in detail (e.g. biophilia/evolutionary perspectives, ecological unconscious, phenomenology, interconnectedness of all beings, human rewilding, etc.). Your discussion should demonstrate a clear understanding of that construct and its application to the practice of ecotherapy.

2. Discuss in detail an application or an ecotherapeutic practice that interests you and show how that application/practice relates to or draws on the theoretical construct discussed in part one.
3. Review the American Counseling Association Ethics Code and identify at least one potential ethical goal or standard relevant to the ecotherapeutic practice discussed in part two.
4. Finally, discuss in a final paragraph how ecotherapy or an ecological perspective informs your current or future professional practice as a counselor/therapist (e.g. through techniques you use, problems you address, or populations or groups you work with).

The paper should be prepared in APA format, and include references from class readings and from other outside sources. Grammar, spelling, and typos matter! Papers turned in late will lose credit.

Please email your final paper as an attachment in a Word-compatible document to the instructor. Your paper will be returned to you electronically with comments.

Evaluation and Assessment:

Written and oral presentations will be evaluated on the basis of their clarity, thoughtfulness, and integration of themes and issues discussed in the class. A grade of A will be given to papers and presentations that are clear, thoughtful, and tied to the themes of the course. B+ and B papers and presentations will be missing one or more of these elements. Course participation grading will also follow this format.

Grading:

97-100 = A+	93-96 = A	90-92 = A-
87- 89 = B+	83-86 = B	80-82 = B-
77- 79 = C+	73-76 = C	70-72 = C-

Course points:

Class participation – 10 pts
 Personal Description paper – 5 pts
 Reflection/ Process paper – 15 pts
 Place Bonding Journal/Sharing – 15 pts
 Current topics in Ecotherapy presentation – 20 pts
 Final paper – 35 pts

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at

the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

The following schedule will help you organize your reading assignments for this course. Please come to class meetings prepared to discuss the readings assigned. Additional readings may be added by the instructor during the course.

Prior to the First Weekend Meeting:

From Ecotherapy: Healing with Nature in Mind:

Forward	Orr, D.
Introduction: Psyche and Nature in a Circle of Healing	Buzzell & Chalquist
Psychotherapy as if the World Mattered	Robinson, L
Why and How Do Therapists Become Ecotherapists?	Rust, M

From Ecopsychology: Science, Totems, and the Technological Species:

Introduction: Ecopsychology: Science, Totems, and the Technological Species	Kahn & Hasbach
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Prior to the Second Weekend Meeting:

From Ecotherapy: Healing with Nature in Mind:

Asking Different Questions: Therapy for the Human Animal	Buzzell, L
Ecotherapy Research and a Psychology of Homecoming	Chalquist, C
Beyond the Big Lie: How One Therapist Began to Wake Up	Harris, S
Children and Nature: The Great Disconnect	Louv, R

From Ecopsychology: Science, Totems, and the Technological Species:

A Nature Language	Kahn, Ruckert, & Hasbach
Ecotherapy	Hasbach, P
Building the Science Base: Ecopsychology Meets Clinical Epidemiology	Frumkin, H

Articles (PDF will be provided by instructor):

From Ecopsychology Journal:

Nature Walks as part of therapeutic intervention for depression	Korpela et al.
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From Popular Science:

Nature Videos Make Prisoners Less Violent	McDonald, C.
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Additional Bibliography

The following titles are offered as additional resources for you. They are not required reading.

Abram, D. (1996). *The Spell of the Sensuous*. New York: Vintage Books.

Abram, D. (2010). *Becoming Animal: An Earthly Cosmology*. New York: Pantheon Books.

Adams, C. (ed.) (1996). *The Soul Unearthed: Celebrating Wildness and Personal Renewal Through Nature*. New York: G.P. Putnam's Sons.

Bechtel R. B. & Churchman, A. (Eds.) (2002) *Handbook of environmental psychology*. New York: Wiley.

Berry, Thomas (1998). *The Dream of the Earth*. San Francisco: Sierra Club Books

Bronfenbrenner, Urie. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.

Chalquist, C. (2007). *Terrapsychology*. New Orleans, LA: Spring Journal Books.

Clayton, S. & Myers, G. (2009). *Conservation Psychology*. Hoboken, NJ: Wiley-Blackwell.

Clayton, S., & Opatow, S. (2003). (Eds.) *Identity and the Natural Environment*. Cambridge, MA: MIT Press.

Clinebell, H. (1996). *Ecotherapy: Healing ourselves, healing the earth*. Albany, NY: State University of New York Press.

Cohen, M. J. (1995). *Well mind, well earth*. Roche Harbor, WA: World Peace University Press

Dryzek, J. S. (1997). *The Politics of the Earth: Environmental Discourses*. New York: Oxford University Press.

Fisher, A. (2002). *Radical ecopsychology: Psychology in the service of life*. New York: State University of New York Press.

Gardner, P. & Stern, P. C. (2002). *Environmental problems and human behavior* (2nd Ed.). Boston: Pearson Custom Publishing.

Hillman, J. & Ventura, M. (1992). *We've had a hundred years of psychotherapy and the world's getting worse*. San Francisco: Harper Collins.

Hulme, M. (2009). *Why we disagree about climate change*. New York: Cambridge University Press.

Jordan, M. & Hinds, J. (eds). (2016). *Ecotherapy: Theory, Research & Practice*. London: Palgrave

Jordan, M. (2015). *Nature and Therapy: Understanding Counselling and Psychotherapy in Outdoor Spaces*. London & New York: Routledge

- Kahn, P.H. (1999). *The Human Relationship with Nature: Development and Culture*. Cambridge, MA: MIT Press.
- Kahn, P.H., Jr. & Hasbach, P.H. (2013). *The Rediscovery of the Wild*. Cambridge, MA: MIT Press
- Kidner, D. W. (2001). *Nature and psyche*. Albany, NY: State University of New York Press.
- Macy J., & Brown, M. Y. (1998). *Coming Back to Life: Practices to reconnect our lives, our world*. Gabriola Island, British Columbia: New Society Publishers.
- Nicholsen, S. W. (2002). *The love of nature and the end of the world*. Cambridge, MA: MIT Press.
- Louv, R. (2011). *The Nature Principle: Human Restoration and the End of Nature-deficit Disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Lundberg, A. (1998). *The environment and mental health: A guide for clinicians*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Orr, D. (1992). *Ecological literacy*. Albany, NY: State University of New York Press.
- Plotkin, B. (2008). *Nature and the Human Soul*. Novato, CA: New World Library.
- Plotkin, B. (2013). *Wild Mind: A Field Guide to the Human Psyche*. Novato, CA: New World Library.
- Roszak, T., Gomes, M., Kanner, A. (1995). *Ecopsychology: Restoring the Earth, Healing the Mind*. San Francisco, CA: Sierra Club Books.
- Roszak, T. (1992, 2001). *The Voice of the Earth: An exploration of ecopsychology*. Grand Rapids, MI: Phanes Press.
- Selhub, E.M. & Logan, A.C. (2012). *Your Brain on Nature*. Mississauga, Ontario, Canada: John Wiley & Sons, Canada, LTD
- Thomashow, M. (2002). *Bringing the biosphere home: Learning to perceive global environmental change*. Cambridge, MA: MIT Press
- Totton, N. (2011). *Wild Therapy: Undomesticating Inner and Outer Worlds*. Ross-on-Wye, UK: PCCS Books.