



“We are a community that commits itself to diversity and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

– **Healing Powers of Water -**  
**FALL 2022**

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Time & Day: 9:00 am – 5:00 pm Sunday (September 18<sup>th</sup> & October 16<sup>th</sup>)

Location: L&C Community Counseling Center  
4445 SW Barbur Blvd., Portland, OR 97239

Instructor: Lori Henry, MA, Marriage and Family Therapist Associate

Office Hours: By appointment

Phone: Mobile – 971-808-3312

Email: lhenry@lclark.edu

**Credits:** 1 semester hours.

### **MCFT STUDENT LEARNING OUTCOMES**

SLO 1.2: Students recognize the interconnections among biological, psychological, social systems in people’s lived experience.

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.

SLO 2.1 Students self-reflect on the implications of own and others’ social location in clinical practice.

SLO 2.2 Students’ practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

### **REQUIRED TEXTS**

Nichols, W. J. (2014). *Blue mind: The surprising science that shows how being near, in, on, or under water can make you happier, healthier, more connected, and better at what you do.* Little, Brown.

Britton, Easky, (2021). *Saltwater in the Blood: Surfing, Natural Cycles and the Sea’s Power to Heal.* Watkins Publishing

Harper, Mark (2022). *Chill: The Cold Water Swim Cure- A Transformative Guide to Renew Your Body and Mind.* Chronicle Prism

### **Recommended Texts**

Hof, W. (2020). *The Wim Hof Method: Activate Your Full Human Potential.* Sounds True.

### **COURSE DESCRIPTION**

Contemporary scholarship provides evidence for the importance of the relationship between humans and water. Research has documented the therapeutic benefits of water, and cold-water therapy is highly consistent with

systemic approaches fostering resilience and ecotherapy. This two day course addresses the counseling implications of the complex bond between humans and water.

Topics covered include:

- 1) Neurobiological research on the impacts of water
- 2) Emotional connection to water
- 3) Benefits of cold water and breathing on Mental Health
- 4) Water and spirituality
- 5) Application of water therapy

## **COURSE OBJECTIVES**

**Students will be able to:**

- 1. Understand the power of water at the level of larger ecological and social systems, family dynamics and attachment.**
- 2. Examine contemporary neurobiological research involving water**
- 3. Examine the use of water therapies**
- 4. Understand how to apply water therapy clinically**
- 5. Understand ethical issues relative to access to water**

## **COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES**

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Check your Lewis & Clark email (lclark.edu) on a daily basis for communication from the instructor and respond in a timely manner

## **FINAL GRADING**

A = 93-100    A- = 90-92

B+ = 88-89    B = 83-87    B- = 80-82

C+ = 78-79    C = 73-77    C- = 70-72

## **TEACHING METHODS**

A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions,

experiential activities, and lectures.

### **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 maybe seen as an absence that requires make-up work.

### **DISABILITY SERVICES STATEMENT**

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- Option 2: If you require academic accommodations, please contact the Office of Student Accessibility in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

### **NON-DISCRIMINATION POLICY**

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.

### **DISCLOSURE OF PERSONAL INFORMATION**

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

### **LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

## COURSE REQUIREMENTS

### 1) Attendance, participation, disposition, and dress code

- Timely attendance and active participation in all activities is expected.
- Participate in supporting the professional development of all class members.
- Keep your supervisor informed regarding the status of all of your cases.
- Contact your supervisor immediately should you encounter a clinical emergency or suspect the need to report abuse or neglect.
- Dress code: business casual. How you dress always conveys a social message, even if none is intended.
- Learn how to use the recording equipment and computer related technology.
- Clean up after yourself and keeping the clinic space neat and clean.

### 2) Ethics

Practice according to the American Association for Marriage and Family Therapy (AAMFT) code of ethics and the Oregon State Laws.

## COURSE ASSIGNMENTS

The following assignments are also required to receive course credit. Unprofessional behavior and/or failure to demonstrate appropriate clinical progress could also result in **No Credit** for the course (or a lowered grade).

**1. Participation.** You are expected to be present, have read/listened/watched all related material before class, be engaged in conversation and work to add to an atmosphere of engaged learning.

**2. Read & Write.** Read the assigned/agreed upon readings prior to class. As you read them, reflect upon their application to your cases or other cases you've observed. Engage in shared discussion of the clinical questions, ideas, or applications raised from the readings. For each reading, write a 1-2 page reflection including the following:

- What did you learn from this book?
- How can you use the content in session?
- What disagreements do you have with the content?
- What questions do you have lingering?
- Any last thoughts that were not addressed by the other questions?

R&W1: Blue Mind

R&W2: Saltwater in the Blood

R&W3: Chill

**3. Listen (or watch) & Write.** Listen the assigned/agreed upon podcasts prior to class. As you listen to them, reflect upon their application to your cases or other cases you've observed. Engage in shared discussion of the clinical questions, ideas, or applications raised from the podcasts.

For each podcast/video, listen/watch episodes in full, write a 1-2 page reflection answering questions below in writing.

- What did you learn from these episodes?
- How does this apply to being a therapist?
- What disagreements do you have with the content?
- What questions do you have lingering?
- Any last thoughts that were not addressed by the other questions?

L&W1

<https://selfcaresoothe.libsyn.com/the-surprising-healing-power-of-water-with-wallace-j-nichols>

L&W 2

<https://www.youtube.com/watch?v=9Oe5Qnip9Bs>

### **3. Application Exercises**

A & W 1

Visit a space where there is moving water (river, lake, or ocean if these are not accessible you are welcome to use a shower or bath) create an intention (something to be grateful for or something you are struggling to let go of) have this active in your mind. If you can lean into the emotion and somatic feelings associated with the intention. Then go and touch the water. If you can fully immerse yourself this is best. Give the water your gratefulness, your topic that is hard to let go of or that you are struggling with. Let the water take the weight off your shoulders. Take note of what feelings and reactions you have. Write a 2 page reflection on the experience. Include how you can use this clinically. More details given in class discussion.

A&W 2

Try adjusting the end of your shower for 2 weeks to be cold at the end. Increasing the amount of time every day from 10 seconds to 2 minutes. You are also welcome to go to rivers, lakes, oceans, ice baths or any space in which you are able to get submerged in cold water instead of adjusting your shower. Write a 2 page reflection paper on the experience including how you can use this clinically. More details given in class discussion.

### **COURSE SCHEDULE (subject to change)**

Day 1:

9:00 – 10: 00 Introductions

10:00 –10:30 Syllabus review

10:30 – 12:00 Lecture (Blue Mind book, videos & podcast discussions) (Diversity & inclusion: access)

12:00- 1:00 LUNCH

1:00 – 4:00 How to include water into your work with clients

Day 2:

9:00 – 10:00 Grounding meditations & small group discussions

10:00 – 12:00 Lecture (Chill & Saltwater book discussions)

12:00- 1:00 LUNCH

1:00 – 4:00 Assignment discussions, questions, wrap up, meditation walk to water

### Weekly Schedule

Date	Topic/Presentations	Assignments Due
Week 1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus review</li> <li>• Defining water</li> <li>• Diversity &amp; Inclusion: Access, LGBTQ, POC</li> <li>• How to include water into your work with clients</li> </ul>	R&W1 L&W1 L&W2
Week 2	<ul style="list-style-type: none"> <li>• Grounding meditations with water</li> <li>• Small group discussions</li> <li>• Book discussions</li> <li>• Assignment discussions</li> <li>• Questions/wrap up</li> </ul>	R&W2 R&W3 A&W1 A&W2