

Lewis & Clark Graduate School of Education and Counseling  
Syllabus CPSY 598  
Summer 2014: Nature Health Access

Co-listings:

- CPSY-598-02 Topics in Applied Ecopsych
- CECP-898-02 Topics in Applied Ecopsych
- CORE-585-02 Comm Forum: Nature (.5)
- CORE-590-02 Nature, Health, Access (1.0)

Instructor: Thomas Joseph Doherty, Psy.D.

Contact Info: Cell/Text: 503-866-1323 / tdoherty@lclark.edu

Dates: Saturday and Sunday, June 28-29, 2014

Times: 9 AM - 5 PM

Location: Lewis & Clark Graduate School – South Chapel and York 101

Guest Speakers:

Geoffrey Donovan, U.S. Forest Service, Portland, Forestry Sciences Lab

<http://www.fs.fed.us/pnw/ruwit/gdonovan.html>

Gregory Wolley, African American Outdoor Association

<http://www.africanamericanoutdoors.com/page9/page9.html>

Erica Timm, Neighborhood Trees Specialist, Friends of Trees

<http://www.friendsoftrees.org/meet-us/staff>

Kurt Beil, ND, MSOM, National College of Naturopathic Medicine

<http://www.ncnm.edu/ncnm-faculty/faculty-directory/a-to-c/beil-bio.php>

Shannon Mouzon, Student at Lewis & Clark Graduate School of Counseling,  
Co-President Graduate Students of Color Alliance

[http://graduate.lclark.edu/student\\_life/students\\_of\\_color\\_alliance/](http://graduate.lclark.edu/student_life/students_of_color_alliance/)

This is a course offering of Ecopsychology Certificate Program. Ecopsychology explores the psychological interdependence of humans and nature, and the implications of this interdependence for human identity, wellbeing, and sustainability.

This course and associated workshop and public forum will review some of the latest findings regarding the health benefits of green spaces and near-by nature and how these benefits are unevenly distributed in the Portland area. We will discuss ways to address these disparities in terms of grassroots activities, teaching, therapeutic work, and policy change. Day one will include a series of expert talks, a panel discussion, and a [public forum](#).

Participants will:

- Learn about the latest research on the restorative effects of nature, including the effects of tree cover and neighborhood greenery on outcomes such as children's birth weight and incidence of cardiovascular disease.
- Learn about basic health benefits of domestic nature (household plants and pets), nearby nature (i.e., parks and gardens), and managed nature (e.g., forests and natural areas), as well as some benefits of outdoor activities and adventure wilderness-type areas.
- Explore issues of social justice and equity associated with access to health-nurturing green spaces, as a general trend and specifically in the Portland Metro area.
- Learn about interventions to help improve access to green spaces in Portland through the activities of community groups and nonprofits.

Day One Workshop Presenter slides available at:

- <https://www.dropbox.com/sh/4vhgauvs8c8o70m/AABjiCgVf1ZwlBkfwjInOf4Ya>
- <http://bit.ly/naturehealthaccess>

### Course Requirements

CORE students:

- Attend Full or half-day workshop as registered
- No other assignments required

CPSY-598-02 / CECP-898-02 Topics in Applied Ecopsych Students

- Attend all class activities
- Submit Integration paper, double spaced, APA style, no title page needed
- Suggested length: 3-6 pages
- Email assignment in Word or compatible format to the instructor at [tdoherty@lclark.edu](mailto:tdoherty@lclark.edu)
- Format your email subject header and document title: (your name)Nature Health Access Paper (date)
- Due date: July 11, 2014
- Contact instructor with questions

Part I:

Discuss your personal intellectual and emotion responses to the day-one workshop and day-two field trip, from the perspective of a mental health professional/student. What were key experiences, insights or interactions you had? How do you think the event will influence your sense of awareness of neighborhoods, nearby nature and

the activity of community governments/non-profits.

## Part II

Summarize basic issues regarding “Nature-Health-Access” for counselors and therapists and highlighting key research findings. Make reference to online reports and websites included in the syllabus, and to speaker remarks. What are the key things mental health providers should know about this area?

## Part III

Discuss how you may apply insights or practices you gained from the class to your current or future activities as a counselor or therapist. Note barriers you may face and sources of support or guidance.

## References & Bibliography

### Reports:

Bullard, R. D. , Johnson, G. S., King, D. W. & Torres, A. O. (2014). Environmental Justice Milestones and Accomplishments: 1964-2014.

- [http://www.tsu.edu/academics/colleges\\_schools/publicaffairs/files/pdf/EJMILESTONES2014.pdf](http://www.tsu.edu/academics/colleges_schools/publicaffairs/files/pdf/EJMILESTONES2014.pdf)

Kuo (2010) Parks and Other Green Environments Essential Components of a Healthy Human Habitat.

- [http://www.nrpa.org/uploadedFiles/nrpa.org/Publications\\_and\\_Research/Research/Papers/MingKuo-Summary.PDF](http://www.nrpa.org/uploadedFiles/nrpa.org/Publications_and_Research/Research/Papers/MingKuo-Summary.PDF)

Urban League (2009). State of Black Oregon Report

- [www.ulpdx.org/wp-content/uploads2012/04/UrbanLeague-StateofBlackOregon.pdf](http://www.ulpdx.org/wp-content/uploads2012/04/UrbanLeague-StateofBlackOregon.pdf)

Living Cully: A Cully Ecodistrict (2013). Not in Cully: Anti-Displacement Strategies for the Cully Neighborhood

- [http://www.pdx.edu/usp/sites/www.pdx.edu.usp/files/A\\_LivingCully\\_PrinterFriendly\\_0.pdf](http://www.pdx.edu/usp/sites/www.pdx.edu.usp/files/A_LivingCully_PrinterFriendly_0.pdf)

### Websites:

Child & Nature Network Research Page:

- <http://www.childrenandnature.org/documents/C118/>

Landscape and Human Health Laboratory (LHHL) Research Page:

- <http://lhhl.illinois.edu/>

Frederick Law Olmsted: Designing America -- Trailer

- <http://video.pbs.org/video/2365212707/>

Let Us Build Cully Park!

- <http://letusbuildcullypark.org/>

Black Hiker video

- <http://www.funnyordie.com/videos/24b56caf3e/black-hiker-with-blair-underwood>

Books:

Clayton & Myers (2009) *Conservation Psychology: Understanding and promoting human care for nature*. Cambridge, MA: MIT Press.

Louv, R. (2005). *Last child in the woods*. Chapel Hill, North Carolina: Algonquin Books of Chapel Hill.

Papers:

Chawla 2007 Childhood Experiences Associated with Care for the Natural World- A Theoretical Framework for Empirical Results. *Children, Youth and Environments*, 17.

Cohen, Waters & Brown 2012 Place-Based Environmental Health Justice Education- A Community-University-Government-Middle School Partnership. *Environmental Justice*, 5. 188-197

Fuller, R. A., K. N. et al (2007). Psychological benefits of greenspace increase with biodiversity. *Biol. Lett.* 3 390-394. doi: 10.1098/rsbl.2007.0149

Lee, P. C. (2012), The Human Child's Nature Orientation. *Child Development Perspectives*, 6: 193-198. doi: 10.1111/j.1750-8606.2012.00232.x

Lubitow, A. & Miller, T. R. 2013, Contesting Sustainability- Bikes, Race, and Politics in Portlandia *Environmental Justice*, 6, 121-126

Williams & Harvey 2001. Transcendent Experience In Forest Environments *Journal of Environmental Psychology*, 21, 249-260

Wilson, 2009 An Ecologic Framework to Study and Address Environmental Justice and Community Health Issues. *Environmental Justice*, 2, 15-23

## Addendum

## Day 1 Schedule - Nature-Health-Access Workshop

9:00 AM	Introduction -- Thomas Doherty, Lewis & Clark Graduate School
9:15 AM	Speakers: <b><u>Geoffrey Donovan</u></b> , U.S. Forest Service, Portland Forestry Sciences Lab
10:00 AM	Break
10:15 AM	<b><u>Gregory Wolley</u></b> , African American Outdoor Association
11:00 AM	<b><u>Erica Timm</u></b> , Neighborhood Trees Specialist, Friends of Trees.
12:00 PM	Lunch Break
1:00PM	Public Forum (times may vary depending on engagement)
1:00 PM	Summary of Morning and Introduction to Afternoon (Thomas Doherty and feedback from morning attendees)
1:15 PM	Panel Discussion
2:15 PM	Break
2:30 PM	Small group facilitated dialog and discussions
3:30 PM	Large group dialog and discussion
4:00 PM	Closing Discussion and Goal Setting

**Morning Speakers**

- **Thomas Doherty**: Provide introduction to the topic, examples of key constructs, and guidelines for safe participation and discussion that recognizes diversity of experiences and views regarding urban green spaces and health. (15 Mins.)
- **Geoff Donovan**: Provide social science summary and explanations for relationships between tree / green space and human health and well-being. Address disparities to access and their health ramifications when possible. (45 Mins.)
- **Greg Wolley**: Provide insights into the experience of people of color regarding urban green spaces and the uses and health benefits of nearby nature. Highlight disparities, experiences of injustice, alternative cultural views on urban nature, and opportunities / solutions. (45 Mins.)
- **Erica Timm**: Provide history of Friends of Trees program and evolution of program to address social and environmental justice aspects of urban, grassroots tree planting. Share anecdotes and human-interest stories. Highlight the program's goals for the future, including opportunities for partnerships. (45 Mins.)

**Panel Discussion**

### Panelists

- Thomas Doherty
- Geoff Donovan
- Greg Wolley
- Erica Timm

### Discussants

- [Kurt Beil](http://www.ncnm.edu/ncnm-faculty/faculty-directory/a-to-c/beil-bio.php), ND, MSOM, National College of Naturopathic Medicine  
<http://www.ncnm.edu/ncnm-faculty/faculty-directory/a-to-c/beil-bio.php>
- [Shannon Mouzon](#), Student at Lewis & Clark Graduate School of Counseling, Co-President Graduate Students of Color Alliance

### Panel Format

#### Part 1 (30 minutes)

Each panelist will provide a brief introduction of themselves, their background and work and then a short summary of their morning talk (i.e., "The key points of my morning talk were:..."). Aim for five minutes each for intro and summary. The discussants will then introduce themselves and have five minutes each to share their thoughts about the morning and some key questions, takeaways, and next steps they see. The discussants will then be able to pose questions to the panelists.

- ❖ Discussants: Prepare 1-2 key follow-up questions for the panel based on your experience in the morning.

#### Part II (30 minutes)

Thomas Doherty will facilitate dialog and discussion amongst the panel. Opportunity for questions from the audience. Question cards will be circulated to audience.

#### **Small Group Activities** (Facilitated by Thomas D. or alternative)

1. Audience will break up into interest groups using open space method
2. Once in groups, clarify focus of group, goals, and key questions
3. Assign group facilitator and reporter as needed
4. Speakers attach to single group or visit and consult with multiple groups
5. Groups clarify key takeaways of their discussion and most important next step.

#### **Large Group Activity**

1. Groups report on their discussions: Tell story about their goal, key questions they had, results of dialog, and most important next step.
2. Identify parallels and areas of overlap or synergy among the groups.
3. Attempt at prioritizing most important goals regarding Nature-Health-Access (e.g., short term vs. long term, high need vs. lower need, etc.)
4. Most important next steps for the large group?
5. Share requests for help, and personal commitments for collaboration or action.
6. Summarize final takeaways and highlight next chances for continued dialog and collaboration
7. Formal closing with brief exercise and then time for informal networking

### Day Two Activities

10 AM	Classroom Seminar
12 PM	Lunch
1 PM	Class-related Field Work in Portland <ul style="list-style-type: none"> <li>▪ High Green Neighborhood and Park Walk – Laurelhurst</li> <li>▪ Low Green High Green Neighborhood and Community Garden Visit - Cully neighborhood</li> <li>▪ Onsite inspection of Friends of Trees planting project I-205 trail</li> </ul>
4 PM	Closing

### Exploring Neighborhoods Suggestions

Geoff Donovan

On the Eastside, which I know better, Ladd's Addition or Laurelhurst are both very green and have parks. For less green neighborhoods, most neighborhoods east of I-205 would work. I'm not sure of the names of these neighborhoods, but if you head east on Burnside, you'll run into some pretty bleak areas.

Greg Wolley

For a "low green" area, I would suggest the Cully neighborhood, which is highly parks-deficit but is in the process of creating a community-built park on a former landfill. The neighborhood is low-to-moderate income, and has a high Latino population. The website "Lets Build Cully Park" provides the history of the project and the park design. Tony DeFalco, a economic development activist, has spearheaded the project and has raised over 1/2 million dollars. Tony and I gave a

presentation about the Cully Park project at a Citizen Science Conference in New York a few years ago. His phone number is 503-309-7385. He lives in the neighborhood, and may even be able to meet the group at the site.

I don't have a recommendation for a "high green" neighborhood that has outreach disparities, since there are often correlations between income and the amount of vegetation in neighborhoods. As you know, safety concerns in low-income neighborhoods often incentivizes people to keep their shrubs and trees trimmed short to maintain sight lines.

Erica Timm

As for the field trip, a few neighborhoods that have above average canopy almost anywhere you go are Laurelhurst, Eastmoreland and the Ladd's Addition portion of HAND, so any of those would be a good example of highly green neighborhoods; we plant in both Laurelhurst and Eastmoreland, and Ladd's sources trees through FOT and plants on their own. Both Ladd's and Eastmoreland had a tree plan (certain trees planted along certain streets to create symmetry), but I don't think Laurelhurst officially had a tree plan. Eastmoreland has strayed from their original plan in order to add some tree diversity for urban canopy health, and Ladd's tree plan continues.

Many of the neighborhoods that we continue to plant in are still fairly low canopy, but I would say that some neighborhoods East of I-205 tend to also be lower in parks and other green spaces as well. In talking with a colleague that works with a few neighborhoods in East Portland, he suggested that the Argay neighborhood has low canopy and it's also been fairly difficult to get neighbors engaged in tree planting/volunteering in this neighborhood. On the other side of I-84 from Argay is David Douglas High School (1001 SE 135th Ave) where we partnered with the Bureau of Environmental Services to plant about 50 trees on their school grounds, which will someday make a huge impact (trees are about 2 years in the ground now). I'll talk about this project on Saturday as well. It could be a good site in the area to show some of the impact of Friends of Trees. Sections of North Portland can also be lower in canopy, and a site we worked on in this area to plant a lot of trees is along N Vancouver Ave; we planted about 100 trees along this street last spring, so they are still quite small, but offer a lot of diversity and future canopy cover for neighbors and cyclists using that bike highway.