

Syllabus: Theoretical & Empirical Basis of Ecopsychology Spring 16 v.1
Lewis & Clark Graduate School of Education and Counseling

Course Number: CPSY 554 / CECP 854
Term: Spring 2016
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: This is a hybrid online / in person class in session the weeks of 1/18/16 – 4/8/16 with assignments and online activities.

In-class meetings:

- 1/23/16 Saturday 9:00 AM - 5:00 PM
- 2/27/16 Saturday 1:00 PM - 5:00 PM
- 4/2/16 Saturday 1:00 PM - 5:00 PM

Location: York Graduate Center 116 / 117

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:

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, and the ramifications for mental health and wellbeing.

Ecopsychology: Ecopsychology emerged as a late 20th century grassroots movement among environmentalists and psychotherapists that provided a rationale for the emotional affiliation and ethical connections 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 who believed their emotional connections with nature were denied, ignored, or truncated. An ecopsychology perspective hypothesized 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 contended that psychological knowledge and practices, including psychotherapeutic insights and practices, could make important contributions to the solution of “environmental” problems.

Ecopsychology also represented an explicit critique of (1) so-called “mainstream” therapeutic and psychiatric approaches, in which more-than-human nature remained effectively absent and (2) of academic environmental psychology approaches that operated on more of an experimental basis and that lacked 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 (such as the arts and spirituality), social and environmental justice imperatives, and the context of popular culture.

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 identity, 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 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 includes weekly readings and self-directed online dialogue, and meets on three one-day class sessions
- 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, including in-person sessions, 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. Qualitative Interview Project
6. Annotated Class Portfolio and Synthesis Paper (Required of Full Credit Students)

Evaluation and Assessment:

Attendance: Consult the instructor regarding any absences in advance. Since in person meetings use group process, there is no effective “make up” or alternative to class attendance. 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:

- Scholarship: 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 Pluralism: Students will demonstrate the ability to identify and critique multiple theories within ecopsychology and environmental psychology
- 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 measurable and equitable outcomes at various scales, (e.g., at the levels of individuals, communities, 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 Doherty uses the blog posts to track students' progress through the course. He looks 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 use course content in their academic and professional work).

Grading: A grade of A will be reserved for comprehensive and exemplary work that demonstrates mastery or an emerging 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 or 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 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 attending to the healthy diet, adequate rest, vigorous exercise, and nurturing relationships. Be mindful of screen time and immersion in information technology (both in terms of time spent and nature of 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 graduate 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.

Written Work:

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

A brief "blog" post discussing the week's readings, assignments and activities is due from each student each week on Thursday by midnight. Integrate your thoughts about weekly readings and assignments with current events identified from a survey of the news (e.g., NY Times Dot Earth Blog) or other personal, academic or professional activities.

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 1/29/16 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. These may include

content and process goals (e.g., learning a specific topic or skill or improving an aspect of class participation such as writing or public speaking). Length: 75 – 150 words.

Quiz (In Class)**Date: TBD**

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 be allowed access to books, laptops, and the internet, including the course Moodle page.

Qualitative Interview project:

- **Oral Report Due at Class Meeting 4/2/16**
- **Write-up Due: 4/8/16**

Students will explore key theories and findings from the course through an individual or small group interview. Be explicit about the theories and findings discussed and how the interview data supports the theory or not.

Topic Example: Schedule an interview with a person to discuss (1) their primary living environments (i.e., outdoor, indoor, home, work, and "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 interviewee’s expression of relationships 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 and their background (2) a summary of the interview, (3) key takeaways regarding the assignment topics, and (4) your own personal reflections about the process of the interview, and any personal experiences with the material discussed.

Write up Format: Length 3-6 double-spaced pages. APA style. Inline citations and separate reference List. Post online to Moodle Forum. Make sure to your name in file name (e.g., Smith_Qualitative_Interview.doc)

Portfolio (Required for students taking the course for Full Academic Credit, optional for CE level Credit students)

Due 4-15-18

Compile all blog posts, Qualitative Interview Project, and other course work (e.g., in-class projects, quizzes or discussions). Add a two-page (minimum) summary reflection on the course material with key lessons and take-away's regarding prominent theories and empirical findings underpinning ecopsychology. Be sure to give clear examples of the theories you are discussing and related findings that do or do not support the theories.

Extra Credit Option (recommended but not required): Include blog posts and interview from the Environmental Identity & Ecological Identity course in the Portfolio and include these in your summary reflection.

Write up Format: APA Style, double spaced, insert page #'s. Portfolios will be returned after grading. Consult with Thomas Doherty as needed.

Contents:

1. Separate Title Page: "(Your Name) Theoretical & Empirical Basis of Ecopsychology Portfolio 2016
2. Summary Reflection - 2 pages
3. Blog Posts (as originally posted)
4. Qualitative Interview Project
5. Optional: Other examples of course work (e.g., drawings, class room exercises, quizzes, photos, etc.)
6. Make sure to put your name in the file name (e.g., Smith_Ecopsychology_Portfolio.doc)

Course Modules

Week	Topic
1/18/16 (class 1/23)	Language & Eco-Consciousness
1/25/16	Enviro Identity, Self, and Awareness
2/1/16	Clinical Impacts of Enviro. Issues
2/8/16	Nature Contacts & Health
2/15/16	Nature & the Lifespan
2/22/16 (class 2/27)	Spirituality & Arts
2/29/16	Eco-Counseling & Therapy

3/17/16	Promoting Sustainability & Proenvironmental Behaviors
3/14/16	1 st Wave Ecopsychology
3/21/16	Spring Break
3/28/16	2 nd Wave Ecopsychology
4/4/16 (class 4/9)	Qualitative Interview Projects Due

Week of 1/18/16: Ecopsychology as an Environmental Philosophy

Note: Classroom Session #1 on 1/23/16 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

Videos (in class)

- Surfing and Psychology:
<https://moodle.lclark.edu/mod/url/view.php?id=263780> (password: surfpsy)
- 93-Year-Old Homesteader Living It Up in The Wilderness:
<https://moodle.lclark.edu/mod/url/view.php?id=272249>
- Interview with David Abram:
<https://moodle.lclark.edu/mod/url/view.php?id=273932>

Prompt for blog post

We will follow directly from the Environmental Identity course. Our first topic approaches ecopsychology as an environmental philosophy of language and consciousness. The reading is a chapter from *The Spell of the Sensuous* by David Abram. I encourage you to take time with this reading as Abram's work is very reflective and experiential and it will give you a sense of the depth of an Ecopsychology perspective.

For your weekly post, describe your responses to the Abrams chapter, ways that you may experience or apply his ideas about place and time in your daily life, and why this may be beneficial.

Week of 1/25/16: Environmental Identity and Ecological Self**Readings**

- Clayton, S. (2003) Environmental Identity: A Conceptual and Operational Definition in Clayton & Opatow Eds. *Identity and the Natural Environment*. Cambridge, MA: MIT Press.
- Bragg, E. A. (1996). Towards ecological self: Deep ecology meets constructionist self-theory. *Journal of Environmental Psychology*, 16, 93–108.
- 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.

We explore the synthesis of (1) environmental identity (beliefs, language), (2) self (experience and being), and (3) consciousness (moment-to-moment awareness) that have been described in other 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 conceptualized, studied and measured). These are "classic" readings.

Blog Post:

Discuss the functional linkages between environmental identity beliefs, global sense of embodied self, and micro focus of awareness and attention. Give a personal example of how this works using an example from your experience. Highlight key findings that provide an empirical basis for the "phenomenological" perspective of eco-philosopher David Abram.

Week of 2/1/16: Psychological Impacts of Environmental Issues**Readings**

- 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 (*Highlight section on Behavioral, Psychological, and Health Impacts of Environmental Change p. 186*)
- Sharp, J. R. (2011). *The Emotional Calendar*. New York: Times Books
 - Chapters 4: The Wide Hand of Winter
 - Chapter 5: Spring: What Do You Want?

Supplemental

- Jungerson, et al (2013) All trauma is not the same. *Counseling Today*

- Lertzman, R. (2008) The Myth of Apathy. *The Ecologist*
- Kidner, D. (2007) Depression and the natural world: Towards a critical ecology of psychological distress. *International Journal of Critical Psychology*, 19
- Doherty, T. J. (2015). Mental Health Impacts. In J. Patz & B. S. Levy (Eds.) *Climate Change and Public Health*. Oxford University Press
- 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.

Blog Prompt

Much as with the earlier Abram reading, these readings are designed to help raise consciousness about the physical, social, and experiential context of our mental health and well-being regarding nature and the natural world. Keep in mind that this context is often unacknowledged in most psychology and counseling work. The learning goal is to demonstrate an understanding of how the physical, social and technological context affects people's thinking, beliefs, emotions, and moods. See for example how the "poly-functional" environments discussed by Stokols et al. are seen to affect people's daily functioning and their thoughts about the larger global context including a perception of global "crisis." See also how Sharp (2011) describes psychological and psychiatric research regarding the effects of the seasons on people's mood and well-being.

The readings also provide entry points to approach the concept of "*environmental trauma*." For example, 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. Glendenning offers an ecopsychology polemic on negative impacts of technology.

For your blog post, identify examples of specific theories regarding the role of the physical, social, technological or natural environment on people's mental health and well-being and how this would influence their identity and sense of self. Note

if there are empirical research findings provided to document these theoretical linkages. You're welcome to make reference to your own personal experiences.

Week of 2/8/16: Nature and Mental Health

- Williams, F. (2015, Dec. 8) This Is Your Brain on Nature. *National Geographic*: <http://ngm.nationalgeographic.com/2016/01/call-to-wild-text>
- Doherty, T. J. & Chen, A. (2016). Improving Human Functioning: Ecotherapy and Environmental Health Approaches. In R. Gifford (Ed.). *Research Methods in Environmental Psychology*. John Wiley & Sons.
- Ulrich, R. (1983) View through a window may influence recovery from surgery. *Science*, 224. 420-421 (Original Source reading)

Supplemental

- Landscape and Human Health Laboratory (LHHL): <http://lhhl.illinois.edu/>
- Frumkin (2001) Beyond toxicity - Human health and the natural environment
- <http://www.seattletimes.com/life/wellness/take-a-hike-for-health-small-doses-make-a-big-difference/>
- <http://www.rachelcarsoncouncil.org/index.php?page=rachel-carson-s-cottage-at-the-edge-of-the-sea>

Blog Prompt

This week's readings focus on theory and findings regarding the mental health benefits of nature. They range from very recent writings (e.g. Williams December 2015 National Geographic) two seminal empirical findings (e.g., Ulrich, 1983). Doherty and Chen (2016) provide an integrative summary with program examples. What do you see as some of the key underlying theories underline proposed mental health benefits of nature (evolutionary, social cultural, aesthetic, experiential) and what do you think are some of the most compelling findings for or against these theories? How does this square with your personal experience or observations of others?

Note: optional readings include additional media coverage, public health writing, and a description of the home and writing space of noted environmental writer Rachel Carson.

Week of 2/15/16: Nature & the Lifespan

- 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. -- (Highlight pages 331-336)
- Asah et al (2011). The Influence of Childhood: Operational Pathways to Adulthood Participation in Nature-Based Activities *Environment and Behavior* 2012 44: 545-569

Supplemental

- Child & Nature Network Research Page: <http://www.childrenandnature.org/learn/research-resources/>
- 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
- Vadala et al (2007) Childhood Play & Environmental Interests: Panacea or Snake Oil? *Journal of Environmental Education*, 39.
- Films;
 - *The Land* (2015): <http://playfreemovie.com/about/>
 - <https://vimeo.com/113980158>
 - pw: MUD2015
 - *Play Again* (2010). <http://playagainfilm.com/>
 - Balmes, T. (2010). *Babies* (cross cultural examples of infants raised in built and natural settings) <https://vimeo.com/30328533>

Prompt for blog post

What are some key theories and evidence (for and against) regarding the relationship of the natural world and a person's identity and mental health and

wellbeing -- across the lifespan? What do empirical findings tell us regarding the role of nature in child development (e.g. Chawla), adult development (e.g., Asah et al.) or about the development of adult environmental advocacy? (e.g., Kempton & Holland)? What theories and findings are illustrated on the Child and Nature Network's research page? What points from the readings stood out for you personally in terms of your *own* development and experiences?

Note: Supplemental readings and resources look at additional research background (e.g., Clayton & Myers), more theories and findings on the nature and child development (e.g., Sobel, Vadala) and also reference cinematic depictions of early childhood development across different cultures (e.g., Balmes film *Babies*).

Week of 2/22/16: Spirituality and the Arts

Note Class Meeting 2/27/16

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, and *Avatar* movie)
- <http://naturesacred.org/>

Art Works that can be viewed through an “Ecopsychological” Lens.

Literature and Poetry

- New York Times “Cli-Fi” Editorial:
<http://www.nytimes.com/roomfordebate/2014/07/29/will-fiction-influence-how-we-react-to-climate-change>
- Ecopsychology Narratives Writing Class (2013) Poetry Selections
- Raymond, J. (2008). Old Joy (a short story) in *Liveability* (see also a film version of *Old Joy* by Amy Reichert).

Visual Arts

- What is Missing? Web Project on Extinction
 - Guida, J. (2013). The Art of Missing – Orion
 - <http://www.whatismissing.net/>
- 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 films:
 - *Life in a Day* <http://www.youtube.com/user/lifeinaday>, *Chasing Ice*, *Grizzly Man*
- Fiction films:
 - *The Revenant*, *Everest*, *Wild*, *Tracks*, *Force Majeure*, *All is Lost*, *Promised Land*, *127 Hours*, *Melancholia*, *Avatar*, *Into the Wild* *Old Joy*, *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

Chose an option, or address both for extra credit!

- (1) Spirituality Focus Option: Discuss Taylor's concept of "green" and "dark green" religions. How are these different? What does Sponsel suggest are cultural or individual factors that influence a person's interest or beliefs in these varied spiritual positions? How might this be useful information for ecotherapeutic practice?
- (2) Art-based Option: Focus on one work of art (or group of art works) and discuss it from an ecopsychology perspective. How does the artwork allow for creative expression of environmental identity or for 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, photography, film, etc.) rather than fact-based documentaries or editorials.

Week of 2/29/16 Eco-Counseling & Therapy

Readings

Jordan, M. & Marshall, H. (2010) Taking counselling and psychotherapy outside: Destruction or enrichment of the therapeutic frame? *European Journal of Psychotherapy and Counselling*, 12, 345–359

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

Rust, M. J. (2009) *Why and how do therapists become ecotherapists?* (pp. 37-45). In L. Buzzell & C. Chalquist *Ecotherapy*. San Francisco: Sierra Club Press.

Additional Perspectives

THERAPEUTIC GARDEN CHARACTERISTICS (Adapted from American Horticultural Therapy Association 1995)

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

This week's readings focus on the integration of an ecopsychological perspective into counseling and psychotherapy (i.e., "ecotherapy" or "eco-counseling"). Jordan provides a detailed discussion of a relational theoretical framework for eco-therapy. Reese and Myers provide another more empirical perspective regarding "eco-wellness" in counseling. Rust describes a personal narrative regarding the development of her environmental focus and advocacy and therapeutic work. The additional readings provide other examples, some from earlier stages of ecopsychology development.

There are a number of directions for a blog post this week. For example:

- What theories and findings do you see a play in the readings?
- Which methods might be more useful for different populations or different kinds of therapists or counselors?
- What trends do you see in development of ecotherapy in the readings (e.g., between the writings of Conn and Jordan or Reese)?
- How might an ecotherapy approach align with or conflict with other kinds of therapy orientations?
- Could an ecotherapy be the base for a broad general practice?

Week of 3/7/16: Sustainability & Behavior Change

Readings and Videos:

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>.

- Chapter one – Introduction
- Chapter two – Positive emotions and flow: Encouraging creativity and commitment
- Chapter six – A self-help guide for sustainability advocates
- Video:
 - https://www.youtube.com/watch?v=2zExibEV_PY

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

Optional Supplemental Readings and Resources

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

Tools of Change Site: <http://www.toolsofchange.com/en/home/>

Schultz & Zelezny (2003). Reframing Environmental Messages to be Congruent with American Values. *Human Ecology Review*, 10

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

Behavior change--at the personal or group / societal level--is an explicit or implicit focus of most environmental psychology. This includes theories about what may cause people to act differently and empirical studies of what is actually seen to work. How does Harre frame behavior change and motivation in her work? Discuss what research says about what "works" regarding behavior change (e.g., Schultz, McKenzie-Mohr, Stern) -- and how may that differ from what most people think works? What is your perspective on behavior change after studying this subject and undertaking your own change projects?

Bonus: Tie behavior change back in to the earlier readings we had about environmental consciousness and mindfulness (e.g., Abram, Amel, et al.,

etc.) or about polyfunctional living spaces (e.g., Stokols et al.) or about the larger “environmental movement” (e.g., Hawken).

Week of 3/14/16: 1st Wave Ecopsychology & Responses

Readings

- Original Ecopsychology Newsletter, Issues 1-5 (1994-1996).
- Early Critiques of Ecopsychology: White (1998)
- Doherty (2009). Joseph Reser: The Ecopsychology Interview.

Additional Perspectives

- Early Empirical Ecopsychology: Review Bragg (1996)
- Reser (1995) *Whither Environmental Psychology...*

Prompt for blog post

Scan the original issues of the *Ecopsychology Newsletter*, circa 1994-1996. Read at least one article per issue in depth (highlight Theodore Roszak, Paul Shepard, Mary Gomes, James Hillman etc.). 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 critics exemplified by the White chapter and by Reser's (2009) interview comments (and his 1995 article in the optional readings)? What aspects of the first-generation ecopsychology vision were problematic for commentators in psychiatry and environmental psychology, and what was their advice?

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.

Week of 3/21/16: Spring Break -- No Assignments (or catch up)

Week of 3/28/16: 2nd Wave Ecopsychology & Responses

- Note Class Meeting #3: 4/2/16 Saturday 9:00 PM - 5:00 PM
- Oral Report on Qualitative Interview Due

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 (e.g., changes in theories, findings, methods). How might these reflect social, political, environmental or technological changes in culture and society? Do you see any related trends in counseling and mental health therapy disciplines, or in other disciplines? What do you recommend as a way forward given longstanding philosophical and practical debates in the environmental and mental health fields?

Week of 4/4/16: Qualitative Interview Project Due

- Oral Report Due at Class Meeting 4/2/16
- Write-up Due: 4/8/16
- 1:1 Meetings with Instructor (optional, encouraged)

Week of 4/11/16: Portfolio Due

- 1:1 Meetings with Instructor (optional, encouraged)