



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 597: Ecotherapy and Applied Ecopsychology

(1 Credit)

Spring 2022

Department: Counseling, Therapy, and School Psychology

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Course Calendar & Meeting Times

Days: Saturday, Oct 1st, 2022 and Saturday, Nov 5th, 2022

Times: 9:00am – 5:30pm

Location: York Graduate Center, Rm. 101

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 further our survey of 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, and in-class student presentations.
- Course activities include readings from assigned texts 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. Develop a deeper 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 comprehensive 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 stores). Additional readings will be made available during the course.

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

Kahn, P. H., Jr. & Hasbach, P.H. (2012). *Ecopsychology: Science, Totems, and the Technological Species*. 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:
 - Informed discussion of reading assignments
 - Engagement in class role plays and activities
 - Personal reflections regarding in-class activities
 - Respectful and constructive feedback on peers oral and written work
3. Process paper (3-4 pages, excluding cover page and references)
4. Contemplative Nature Walk Report and Class Discussion
5. Final term paper (5 pages, excluding cover page and references)

Process Paper – due Sunday Oct. 9th

Students will submit a 3-4 page process paper after the first weekend meeting. In this paper, you should engage with the main ideas in each of the assigned readings. You can also draw on class exercises and discussion from our first weekend meeting. Quote from critical passages in the

readings 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!

Midcourse assignment: A Contemplative Nature Walk Report – due Saturday, Nov. 5

During the time between our class meetings, you will set aside one-half day (minimum of 4 hours) for a contemplative nature walk. This time should be used to explore how you see yourself and your ideas about Ecotherapy at this time. Pick a place where you can be as undisturbed as possible. As preparation for your walk, think about some questions you are working through related to self, professional identity, nature, therapy, and anything else related to the course content. Be sure you have what you need to be safe and comfortable during your walk: water bottle, sunglasses, hat, good walking shoes, journal, art supplies if desired, appropriate clothes for the weather, map if necessary, etc. As safe, I would like you to go without technology for the duration of your walk so that there are no distractions from your attention on nature and your questions (at the very least, turn off notifications and silence your phone). You will summarize your reflections in a 3-4 page paper to be turned in on Moodle. This paper does NOT need to be prepared in APA format. We will also have time in class to share about this experience.

Final Paper – due Monday, Nov. 21

Students will submit a 5 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 you selected.
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. Please be sure to tend to spelling, grammar, and flow in your paper!

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. **PLEASE NOTE: I WILL NOT CHASE DOWN ASSIGNMENTS! YOU ARE RESPONSIBLE FOR YOUR DUE DATES!**

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

Class participation – 10 pts

Process paper – 20 pts

Contemplative Nature Walk Report – 35 pts

Final paper – 35 pts

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.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for themselves 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.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit. Phones may be used for access needs, documenting art, or as a digital art tool as needed.

DISABILITY SERVICES STATEMENT:

If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or 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.

GRADUATE SCHOOL 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

Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct

Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

SCHEDULE

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

Introduction: Psyche and Nature in a Circle of Healing

Psychotherapy as if the World Mattered

Why and How Do Therapists Become Ecotherapists?

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

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

Building the Science Base: Ecopsychology Meets Clinical Epidemiology

Articles (Available on Moodle):

Using Nature as a Therapeutic Partner (Counseling Today, May 2018)

The Rise of Eco-Anxiety (Psychotherapy Networker, Jan/Feb 2019)

Prior to the Second Weekend Meeting:

From *Ecotherapy: Healing with Nature in Mind*:

Asking Different Questions: Therapy for the Human Animal

Ecotherapy Research and a Psychology of Homecoming

Beyond the Big Lie: How One Therapist Began to Wake Up

Children and Nature: The Great Disconnect

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

A Nature Language

Ecotherapy

Articles (Available on Moodle):

- Therapy in the Face of Climate Change (Ecopsychology Journal, Dec 2015)
- Allies, Sidekicks, and Pals (Monitor on Psychology, June 2017)
- Nature Therapy: An Essential Prescription for Health (Alternative & Complementary Therapies, Apr 2019)

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*. Vintage Books.
- Abram, D. (2010). *Becoming animal: An earthly cosmology*. Pantheon Books.
- Adams, C. (ed.) (1996). *The soul unearthed: Celebrating wildness and personal renewal through nature*. G.P. Putnam's Sons.
- Bechtel R. B. & Churchman, A. (Eds.) (2002) *Handbook of environmental psychology*. Wiley.
- Berry, T. (1998). *The dream of the Earth*. Sierra Club Books
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Buzzell, L. & Chalquist, C. (Eds.) (2009). *Ecotherapy: Healing with nature in mind*. Sierra Club Books.
- Chalquist, C. (2007). *Terrapsychology*. Spring Journal Books.
- Clayton, S. & Myers, G. (2009). *Conservation psychology*. Wiley-Blackwell.
- Clayton, S., & Opatow, S. (2003). (Eds.) *Identity and the Natural Environment*. MIT Press.
- Clinebell, H. (1996). *Ecotherapy: Healing ourselves, healing the earth*. State University of New York Press.
- Cohen, M. J. (1995). *Well mind, well earth*. World Peace University Press
- Fisher, A. (2002). *Radical ecopsychology: Psychology in the service of life*. State University of New York Press.
- Gardner, P. & Stern, P. C. (2002). *Environmental problems and human behavior* (2nd Ed.). Pearson Custom Publishing.
- Harper, N., Rose, K., & Segal D. (2019). *Nature-based therapy: A practitioner's guide to working outdoors with children, youth, & families*. New Society Publishers.
- Hillman, J. & Ventura, M. (1992). *We've had a hundred years of psychotherapy and the world's getting worse*. Harper Collins.
- Jordan, M. & Hinds, J. (eds). (2016). *Ecotherapy: Theory, research & practice*. London: Palgrave Jordan,
- M. (2015). *Nature and therapy: Understanding counseling and psychotherapy in outdoor spaces*. Routledge.
- Kahn, P.H. (1999). *The human relationship with nature: Development and culture*. MIT Press.
- Kahn, P.H., Jr. & Hasbach, P.H. (2013). *The rediscovery of the wild*. MIT Press
- Kahn, P. H., Jr. & Hasbach, P.H. (2012). *Ecopsychology: Science, totems, and the technological species*. Cambridge, MA: MIT Press.
- Kidner, D. W. (2001). *Nature and psyche*. State University of New York Press.
- Macy J., & Brown, M. Y. (1998). *Coming back to life: Practices to reconnect our lives, our world*. New Society Publishers.
- Nicholsen, S. W. (2002). *The love of nature and the end of the world*. MIT Press.
- Louv, R. (2011). *The nature principle: Human restoration and the end of nature-deficit disorder*. Algonquin Books of Chapel Hill.

- Lundberg, A. (1998). *The environment and mental health: A guide for clinicians*. Lawrence Erlbaum Associates.
- Orr, D. (1992). *Ecological literacy*. State University of New York Press.
- Plotkin, B. (2008). *Nature and the human soul*. New World Library.
- Plotkin, B. (2013). *Wild mind: A field guide to the human psyche*. New World Library.
- Roszak, T., Gomes, M., Kanner, A. (1995). *Ecopsychology: Restoring the earth, healing the mind*. Sierra Club Books.
- Roszak, T. (1992, 2001). *The voice of the Earth: An exploration of ecopsychology*. Phanes Press.
- Selhub, E.M. & Logan, A.C. (2012). *Your brain on nature*. John Wiley & Sons, Canada, LTD
- Totton, N. (2011). *Wild therapy: Undomesticating inner and outer worlds*. PCCS Books.
- Williams, F. (2017). *The nature fix: Why nature makes us happier, healthier, and more creative*. W.W. Norton & Company.