

PSYC 410. Applied Environmental Psychology

Credit Hours: 6

Scheduled hours per week

Lecture: N/A Lab: 6 Other: N/A

Catalog Course Description: To involve students in an experiential learning opportunity with the environment. Includes research, projects, team development, group dynamics, and communication.

Pre-requisites: ENGL 101, COMM 111 and 60 hrs.

Co-requisites: (Co-requisites: Application required)

Course Learning Outcomes:

At the conclusion of Psychology 410 students should be able to:

- Develop a relationship with our environment.
- Conduct research concerning specific areas impacting our environment.
- Demonstrate cooperation and collaboration with peers.
- Discuss potential life changing information regarding environmental aspects.
- Display environmental awareness about our community, state, and global issues and how these impact the individual and how the individual impacts the issues.
- Function in a group atmosphere for a week, learning group dynamics, conflict resolution, interpersonal communication skills, decision making skills, adaptability, flexibility, and personal strengths and values clarification, in addition to other areas that come into play in the group setting.

Topics to be studied:

- Energy issues (mountain top removal, hydropower, and wind)
- The impact of our growing population, water quality and quantity
- Climate changes
- Resource management (reduce, reuse, and recycle)
- Other related ecological problems impacting psychological behavior.

Relationship of Course to Discipline Learning Outcomes	
Compare the various research methods used by psychologists and develop the ability to construct research designs.	X
Trace the history of psychological thought leading to the development of major psychological perspectives and specialties.	X
Compare and apply the various theories of learning, memory, states of consciousness, and intelligence.	
Identify and explain psychological disorders and associated therapies and treatment.	
Explore current theories of gender, personality and sexuality, and their relationship to current behavior patterns.	
Overview major constructs related to stress, motivation, attraction (love), communication, prejudice, and discrimination.	X
Identify differences between environmental, genetic, and epigenetic theories of behavior.	X
Use basic statistics for describing scores, norms for interpreting scores, and psychometric properties of scale, such as reliability and validity.	

Encourage personal growth and self-awareness.	X
Integration of cross cultural, ethical, and gender issues related to personality development.	

Relationship of Course to General Education Learning Outcomes:	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	X
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	

Special requirements of the course:

Students will be assigned an academic partner and have responsibilities in the following areas:

1. Research and presentation of an assigned site/location that will be visited the next day. This could include a brief history, site significance, problems, benefits, opportunities, wildlife impact, etc. Prepare two (2) critical thinking questions about your topics for group discussion.
2. Community activities: a story/legend, a campfire song, and an inspirational environmental saying.
3. Group dynamics: Selection, preparation, clean-up of the group meals for one dinner, snack, breakfast, and lunch.
 - a. Each student will supply their own personal journal for daily documentation and reflection of the experience. These may be reviewed by the instructors.
 - b. Students need to daily reflect on the activities, their surroundings, the environmental impacts to individuals, and the group dynamics being experienced to include in their journals. Write in them daily.
 - c. Each student will develop a personal environmental action plan for implementation.
 - d. Each student will research and develop a minimum one page position paper on an environmental/energy concern and a letter to an elected official about desired action on the topic chosen. An addressed/stamped envelope is to accompany the paper and letter for instructor review prior to mailing.

- e. Each student will write a personal impact letter about the experience. (These may be used publicly in the future).
 - f. Each student will supply at least 20 digital photos (disc), to the instructors during the conclusion of the trip week.
 - g. Each student will supply 2 potential environmental grant resources/links with a summary/abstract about each link.
 - h. Students will complete a survey sent to them within one year following the course for assessment of their personal action plan and environmental activities/commitments.
 - i. Written review of selected articles in textbook.
 - j. Written review of two selected movies.
4. All of the above requirements plus choose **one** of the following project options or – be creative - ideas for a project will be entertained and considered by these instructors.
- a. Develop a 10-15 minute “documentary” using interviews, photos, etc. concerning the experiential learning course. (To be used in the future).
 - b. Write and submit a grant application for future environmental activities (pre-approved by these instructors).
 - c. Develop and facilitate team building activities and programming for the Psychology Summer Academy with instructor guidance (last week of June). Also organize and facilitate a PSYC 410 reunion in August.
 - d. Walking trail project. Tree id/feeders/bird houses/benches.
 - e. Develop a calendar using trip photos for selling.
 - f. Brochure development on 2 specific topics (CO2/MTR).
 - g. Discuss other creative project ideas with these instructors.

Additional information:

1. Application for participation is required. Interviews may be requested by the instructors. Participants must read, agree to, and sign the participant commitment form.
2. Participants will be required to attend pre-trip meetings for assignments and preparation information dissemination. Participants will be notified of these meetings.
3. Group and team involvement and commitment to the process is expected. We feel this course will make a difference. No social loafing!
4. Lodging will be in tents at parks around the state. Meals and travel will be as a group.
5. Absenteeism. All students are expected to attend all sessions, group activities, events, and live as a community for the week. Students are expected to attend meetings for academic projects throughout the course session.
6. Please contact these instructors with any questions.

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