



NRRT 280 – NATURE IMMERSION AND WELL-BEING

INSTRUCTOR INFORMATION

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Communication Policy: Responses to emails will be provided within 36 hours (weekends exempt), office hours available on request.

COURSE MEETING TIMES & IMPORTANT INFORMATION

This course runs from July 10th August 4th

Course Hybrid Format:

- You will be expected to **engage in the first module online, asynchronously between July 10th and July 14^h**
- You **must attend** the field component of the course **at the CSU Mountain Campus from July 16-24th**
- You will be expected to **complete the last module online, asynchronously between July 25th and August 4th**

Mountain Campus Details

- You will be responsible for getting yourself to the **Mountain Campus by 2pm on July 16th**. If this is going to be a problem, please contact me several weeks ahead of time and we can coordinate carpooling amongst students.
- Instructions and details of the field component (what to pack, what to expect) will be made available separately from this syllabus.

PREREQUISITES FOR COURSE

- No prerequisites

COURSE DESCRIPTION & OBJECTIVES

Why do we feel so good when we spend time in nature? How can we use nature to build healthier communities? This course introduces students to the science behind the well-being benefits of nature immersion. From improving physical and mental health, to building a more sustainability

society, to achieving social justice goals, we'll focus on how our connection to nature can be leveraged to address some of the biggest problems in society and we'll do all this learning immersed in nature!

Upon the completion of this course, students will be able to:

- Identify the common theories that attempt to explain the relationship between time spent in nature and well-being benefits
- Describe and discuss the scientific evidence documenting the physiological, cognitive, and socio-emotional benefits of nature immersion
- Evaluate the structural barriers that prevent society and individuals from spending time in nature
- Identify societal level opportunities to reintegrate nature back into our everyday lives
- Describe and discuss the role of nature experiences in building a more sustainable society
- Identify how nature immersion opportunities can be used to meet environmental and social justice goals
- Design and facilitate nature-based experiences that support the well-being of others and self
- Improve community-building skills to support an inclusive and collaborative learning environment

COURSE MATERIALS & RESOURCES

The textbook for this course is [The Nature Fix by Florence Williams](#). This book is available as a paperback and electronically. Consider supporting your local bookstore!

All other resources including access to readings, instructor videos, and supplemental material will be provided on canvas in the modules section

COURSE POLICIES

Communication Policy:

I believe strongly in open and honest communication, if you're struggling with the material or expectations in this course, please let me know. Getting to know students is easily the most enjoyable part of teaching; feel free to reach out and set up an appointment to meet with me.

In addition to open and honest communication, I also believe strongly in the necessity of respectful communication. Let's all treat each other like the smart, curious, and kind human-beings we all have the potential to be.

Academic Integrity:

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog (<http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf>) and the Student Conduct Code (<http://www.conflictresolution.colostate.edu/conduct-code>). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services. We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

“Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due." (CSU Writing Center, <https://writing.colostate.edu/guides/page.cfm?pageid=311&guideid=17>)

If you plagiarize in your work, you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two: <http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf> (Links to an external site.)).

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. For more information on practicing academic integrity see: <http://learning.colostate.edu/integrity/index.cfm> (Links to an external site.)

Requests for Assignment Extensions:

In fairness to your fellow classmates, extensions on due dates for assignments will not be granted except in cases where extenuating circumstances arise. If this is the case, please let me

know at the earliest possible opportunity to request an extension. In the absence of being granted an extension, the policy below applies for late submissions.

Policy on Late Assignments:

Late assignments (those not turned in or uploaded by the date/time published on Canvas) will be subject to loss of 5% per calendar day (including weekends).

COVID-19 Contingency Plan:

If I am required to adjust our class plans temporarily (due to a COVID-19 mandates, I will communicate with you as soon as possible and provide you all the resources you need to engage in our collective learning.

Universal Design for Learning/Accommodation of Needs:

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be successful.



GRADING POLICY

Grades will be distributed as follows:

Grade	Range
A+	100% to 96.67%
A	<96.67% to 93.33%
A-	<93.33% to 90.0%
B+	<90.0% to 86.67%
B	<86.67% to 83.33%
B-	<83.33% to 80.0%
C+	<80.0% to 76.67%
C	<76.67% to 70.0%
D	<70.0% to 60.0%
F	<60.0% to 0.0%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and I care about how well you do in this course and that you have a satisfying, rewarding experience. To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 7 (week) days and major assignments, exams, and essays will be returned within 10 (week) days. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

ASSIGNMENTS

See Canvas for assignment descriptions, grading rubrics and specific due dates.

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Learning Activities - <i>Occurs throughout the course, opportunities to apply lecture content. Includes discussion posts in online modules.</i>	6 points x 10 = 60	30%
Reflection Journal – <i>Occurs at the end of every day, the best 5 of the 7 journal entries will count towards your grade</i>	8 points x 5 = 40	20%
Program Design – Group Presentation Assignment	50	25%
Op-ed Written Assignment	50	25%



ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Total:	200	100 %

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion. This is something that I take very seriously in my course and I commit to learning and working with you to create a learning community that prioritizes the academic growth of all students.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, **only if you feel comfortable**, feel free to reach out to me so that I can pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165



- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.



Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.