

Foundations for Practitioners of Horticultural Therapy

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Office Hours: mutual agreement between student and instructor

Course dates/time:

Week 1	Saturday May 1, 2021	10 am – 2 pm (PST)
Week 1	Sunday May 2, 2021	10 am – 2 pm (PST)
Week 2	Saturday May 15, 2021	10 am – 2 pm (PST)
Week 2	Sunday May 16, 2021	10 am – 2 pm (PST)
Week 3	Saturday May 29, 2021	10 am – 2 pm (PST)

Course Description

This course is designed to provide students with the foundation and the tools for providing Horticultural Therapy services. This course is also appropriate for current practitioners of Horticultural Therapy/Therapeutic Horticulture as an opportunity to refresh knowledge and practice skills previously learned.

Students will:

- become familiar with terminology, planning documents, and procedures used in Horticultural Therapy
- learn strategies for resolving ethical dilemmas
- create an individualized plan for ongoing professionalism

Course Aims

This course aims to introduce terminology, templates, procedures, and standards of practice used by practitioners of Horticultural Therapy including:

1. Gain knowledge of terminology used in Horticultural Therapy.
2. Experience different tools for assessment.
3. Become familiar with a variety of planning tools and what to document in them.
4. Formulate client-centred goals and objectives.
5. Exercise skills in ethical decision making.
6. Plan for ongoing professional development, professionalism, and self-care.
7. Plant the seeds for a professional network.

Exit Competencies

1. Understand terminology, plans, and procedures used in the field of Horticultural Therapy.
2. Differentiate between different types of planning documents (Program Plan, Session Plan, and Activity Plan), their purpose; and when they are to be used in the timeline for delivery of Horticultural Therapy services.
3. Formulate client-centred goals, with S.M.A.R.T. objectives.
4. Create, carry-out, document, review, and revise an Activity Plan.
5. Identify ethical issues relevant to practitioners of Horticultural Therapy, and apply an ethical decision-making model to resolve ethical dilemmas.
6. Develop a plan for ongoing professionalism that addresses professional development, professional interaction with clients, and self-care.

Course requirements to qualify for a Certificate of Completion:

- Attend all classes
- Participate
- Complete Assignment #1: Activity Plan
- Complete Assignment #2: Personality Dimensions Assessment
- Complete Assignment #3: Plan for Ongoing Professionalism

*****Regarding Attendance and Participation:**

Attendance at all virtual classroom sessions is **mandatory**. Please note that any absence will disqualify you from receiving a Certificate of Completion at the scheduled end of the training.

Overall, students are expected to

- be interactive participants in class discussions, instructor-led activities, and student-led presentations
- to complete required readings prior to class
- and to complete and submit assignments on time

In general, the model of contribution will be that which is required in a professional environment. The assessment of participation will be based on multiple considerations of:

- a. Effort to participate/be fully present
- b. Relevance of the facts and analysis contributed
- c. Helping other class members participate through empathetic listening and answering their questions and concerns
- d. Avoiding interrupting others or dominating the discussion

Assignments

Practice is an important part of the student's training. In this course students will:

- Conduct an informal Needs Assessment with another student
- Present an Activity Plan to the other students
- Experience completing of assessment tools (validated and non-validated)
- Develop a plan for ongoing professionalism

Assignment #1 – Activity Plan

The purpose of this assignment is to provide practice for students to create an Activity Plan, carry it out, document outcomes, review and revise accordingly. Instructions and an Activity Plan template will be provided to the students by the end of the second virtual classroom session. Students will each be given 15 minutes to present their Activity Plan during the third session. At least 5 minutes of the time must be reserved for responding to questions from the instructor and other students. Students will be given the option to “share screen” in order to display their documents.

Assignment #2 - Personality Dimensions® Assessment

The purpose of this assignment is to provide students with an opportunity to experience a validate tool for assessment. In this case, the tool assesses preferred personality style, including innate characteristics, strengths, skills, potential weaknesses, and preferred needs. Students are required to reflect upon their results and consider how they can use the information gained about themselves and others going forward to improve their interpersonal relationships with colleagues and clients.

Assignment #3 - Plan for Ongoing Professionalism

The purpose of this assignment is to encourage students to be accountable to a practice for ongoing professionalism. Students will have one week to submit their plan after the final virtual classroom session. Their plan, will be reviewed by the instructor and must include at least two commitments each for

- further professional development
- maintaining professionalism in their interactions with clients
- self-care

Integration: This course is eligible for gaining Education points towards [CHTA voluntary professional registration](#).

Limitations: This course does not

- teach skills in horticulture
- nor does it qualify a student to call themselves a Horticultural Therapist

Required Texts

Horticultural Therapy Methods: Connecting People and Plants in Health Care, Human Services, and Therapeutic Programs (Second Edition)

Rebecca L. Haller and Christine L. Capra

Supplementary Texts

Horticulture as Therapy: Principles and Practices

Edited by Sharon P. Simpson, PhD and Martha C. Straus, HTM

ONLINE RESOURCES:

[Canadian Horticultural Therapy Association](#)

[Horticultural Therapy Core Skills & Knowledge](#)

[Horticultural Therapy Practitioner Code of Ethics](#)

[American Horticultural Therapy Association](#)

[AHTA Journal of Therapeutic Horticulture](#)

[Thrive \(UK\)](#)

[Trellis](#)

[Association of Nature & Forest Therapy Guides & Programs](#)

[Thrive Carry on Gardening](#)

[Jane's Monthly Journal](#)

[So you want to work in Social and Therapeutic Horticulture?](#)

[Impairment, Disability and Handicap](#)

[A model of social and therapeutic based on published literature](#)

[Treatment Plans using the S.M.A.R.T. Model](#)

[Thrive Sow & Grow Activities Resource Pack](#)

[Sensory Trust Nature Activity Ideas](#)

[Canadian Poisonous Plants Information System](#)

[The Field – Sensory Gardens](#)

[Dig It Community Garden Guide: How Local Governments Can Support Community Gardens](#)

[Greater Victoria Community Funders Network Grant Writing Handbook](#)

[Master Gardeners Association of BC](#)

[Horticultural Therapy Collective](#)

[Blackberry to Acer Grove](#)

ASSESSMENT TOOLS:

[Seniors' Outdoor Survey \(SOS\)](#)

[Risk-Benefit Assessment for Outdoor Play: A Canadian Toolkit](#)

[CMHA Work-Life Balance Quiz](#)

[CMHA Mental Health Meter](#)

[CMHA What's Your Stress Index](#)
[heretohelp Online Screenings](#)
[The VARK Questionnaire](#)
[Learning Style Assessment](#)
[Personality Dimensions](#)

Course Schedule and Course Content

Session	Date	Course Content
1	Saturday of Week 1	<ul style="list-style-type: none"> • Check-In • Horticulture and Nature • Horticultural Therapy and Therapeutic Horticulture Video: In the Garden – Katy’s Story BREAK • Participant/Client Centred Model • The Group • Plan, Program, Session, Activity • Needs Assessment • Purpose, Goal, Objective, Task BREAK • Therapeutic and Therapeutic Goals • Prose for Reflection • Program Plan • Program Type • Session Plan BREAK • Activity Plan Activity: Diaphragmatic Breathing • Documentation Video: Bloom • Check-Out
2	Sunday of Week 1	<ul style="list-style-type: none"> • Check-In • Learning Styles • Teaching Strategies • Leadership Styles • Prose for Reflection BREAK • Program Continuity Video: Flow Learning™ Sharing Nature learning system • Characteristics of an Activity • Task Analysis • Other Considerations • Review

		<p>BREAK</p> <ul style="list-style-type: none"> • Scenarios 1, 2, 3, and 4 • Developing a Budget <p>Activity: Three Drawings</p> <p>BREAK</p> <ul style="list-style-type: none"> • Video: Groundwork Camden Gardening Project • Assignment #1 - Activity Plan • Check-Out
3	Saturday of Week 2	<ul style="list-style-type: none"> • Check-In <p>Activity: Calming Visualization</p> <ul style="list-style-type: none"> • Student Presentation 1 <p>BREAK</p> <ul style="list-style-type: none"> • Student Presentation 2 • Student Presentation 3 • Student Presentation 4 • Student Presentation 5 <p>BREAK</p> <ul style="list-style-type: none"> • Student Presentation 6 • Student Presentation 7 <p>Video: Introduction to Providence Farm, a Therapeutic Community</p> <p>BREAK</p> <ul style="list-style-type: none"> • Student Presentation 8 • Student Presentation 9 • Student Presentation 10 • Check-Out
4	Sunday of Week 2	<ul style="list-style-type: none"> • Check-In • What Are Your Attitudes? • Land Acknowledgements <p>Video: Could Meditation and Gardening Break the Cycle of Prison Recidivism?</p> <p>BREAK</p> <ul style="list-style-type: none"> • Safety Hazards • Safety Precautions • Prose for Reflection • Ethics • Different Perspectives <p>BREAK</p> <ul style="list-style-type: none"> • Steps in Ethical Decision Making • Case Studies 1, 2, and 3 <p>Activity: Create an Acrostic</p> <p>BREAK</p> <ul style="list-style-type: none"> • Assignment #2 - Personality Dimensions®

		<ul style="list-style-type: none"> • Check-Out
5	Saturday of Week 3	<ul style="list-style-type: none"> • Check-In • Horticultural Therapist's Role • Best Practices <p>BREAK</p> <ul style="list-style-type: none"> • We Are All Plaid • Self-Reflection • Prose for Reflection <p>BREAK</p> <ul style="list-style-type: none"> • Caring for the Horticultural Therapist <p>Activity: Nature Bowl</p> <ul style="list-style-type: none"> • We Help • The Helper's Creed • Self-Care <p>BREAK</p> <p>Video: The Heart of the Hospital</p> <ul style="list-style-type: none"> • Ongoing Professional Development • Assignment #3 - Plan for Ongoing Professionalism • Check-Out