

Foundations for Practitioners of Horticultural Therapy

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Office Hours: mutual agreement between student and instructor

Course dates/time:

Weekend 1	Saturday February 5, 2022	10 am – 2 pm (PST)
Weekend 1	Sunday February 6, 2022	10 am – 2 pm (PST)
Weekend 2	Saturday February 19, 2022	10 am – 2 pm (PST)
Weekend 3	Sunday February 20, 2022	10 am – 2 pm (PST)
Weekend 4	Saturday March 5, 2022	10 am – 2 pm (PST)

Course Description

This course is designed to provide students with foundational level knowledge for providing Horticultural Therapy/Therapeutic Horticulture services. This course is also appropriate for current practitioners of Horticultural Therapy/Therapeutic Horticulture to refresh knowledge and practice skills.

Students will:

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

Course Aims

This course aims to introduce terminology, templates, processes, and standards of practice used by practitioners of Horticultural Therapy/Therapeutic Horticulture including:

1. Gain knowledge of terminology used in Horticultural Therapy/Therapeutic Horticulture.
2. Experience a variety of assessment tools.
3. Become familiar with a variety of documents for planning.
4. Learn how to formulate client-centred goals and objectives.
5. Develop skills for ethical decision making.
6. Plan for ongoing professionalism.

7. Provide opportunities for students of Horticultural Therapy to network with others.

Exit Competencies

1. Understand terminology, plans, and practices used in Horticultural Therapy/Therapeutic Horticulture.
2. Differentiate between different documents for planning (Program Plan, Session Plan, and Activity Plan), and understand when they are to be used in the timeline for delivery of Horticultural Therapy/Therapeutic Horticulture services.
3. Formulate client-centred goals, with relevant and measurable objectives.
4. Choose an activity and create an Activity Plan for it.
5. Identify ethical issues, and apply an ethical decision-making model to resolve ethical dilemmas.
6. Develop a plan for ongoing professionalism that addresses professional interaction with clients/participants, self-care, and professional development.

Course requirements to qualify for a Certificate of Completion:

- Attend all classes
- Participate
- Complete Assignment #1 (pre-course): Reflective Practice Writing
- Complete Assignment #2: Activity Plan
- Complete Assignment #3: Personality Dimensions Assessment
- Complete Assignment #4: 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 including:

- a. Effort to participate/be fully present
- b. Relevance of the facts and analysis contributed
- c. Avoiding interrupting others or dominating the discussion

Assignments

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

- Share their Reflective Practice Writing with the other students
- Present their Activity Plan to the other students
- Experience completing a variety of assessment tools (validated and non-validated)
- Develop a plan for ongoing professionalism

Assignment #1 (pre-course): Reflective Practice Writing (due one week before the first course session)

The purpose of this pre-course assignment is to provide students with an opportunity to introduce themselves to other students in their cohort, through a reflective practice writing exercise. Within the context of Horticultural Therapy/Therapeutic Horticulture, students are asked to reflect upon and write responses to four questions:

- Who am I?
- Where am I coming from?
- Why am I here?
- Where am I going?

Assignment #2 – Activity Plan (due at the beginning of the third course session)

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 up to 15 minutes to present their Activity Plan during the third session. At least 5 minutes of this time must be reserved for responding to questions from the instructor and other students.

Assignment #3 - Personality Dimensions® Assessment (due at the beginning of the fifth course session)

The purpose of this assignment is to provide students with an opportunity to experience a validated 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 learned about themselves and others going forward to improve their interpersonal communication with colleagues, clients and participants.

Assignment #4 - Plan for Ongoing Professionalism (due one week after the final course session)

The purpose of this assignment is to encourage students to create a plan for ongoing professionalism. Their plan, will be reviewed by the instructor and must include at least two commitments each for

- maintaining professionalism in their interactions with clients
- maintaining a personal practice of Horticultural Therapy/Therapeutic Horticulture
- self-care
- further professional development

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

Texts: Though the texts below are not quoted or specific pages referred to during this course, a thorough reading of at least one of them is strongly encouraged, either before or after this course, to help reinforce understanding of Horticultural Therapy, and as a resource to refer back to.

Recommended Text:

The Profession and Practice of Horticultural Therapy

Edited by Rebecca L. Haller, Karen L. Kennedy and Christine L. Capra

Supplementary 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

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?](#)
[The therapeutic value of horticulture](#)
[Prescribing nature: Research suggests the outdoors are good for your mental health](#)
[PaRx](#)
[Impairment, Disability and Handicap](#)
[A model of social and therapeutic based on published literature](#)
[Treatment Plans using the S.M.A.R.T. Model](#)
[The Use of Self](#)
[Thrive Sow & Grow Activities Resource Pack](#)
[Thrive Gardening Guides](#)
[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](#)
[WHODAS 2.0 \(Manual for WHO Disability Assessment Schedule\)](#)
[General Self-Efficacy Scale](#)
[CMHA Work-Life Balance Quiz](#)
[CMHA Mental Health Meter](#)
[CMHA What's Your Stress Index](#)
[heretohelp Online Screenings](#)
[Maslach Burnout Inventory™ \(MBI\)](#)
[The VARK Questionnaire](#)
[Learning Style Assessment](#)
[Personality Dimensions](#)

Course Schedule and Course Content

Session	Date	Course Content
1	Feb 5/22	<ul style="list-style-type: none"> • Check-In • Horticulture and Therapy • Horticultural Therapy and Therapeutic Horticulture <p>Video: In the Garden – Katy’s Story</p> <p>BREAK</p> <ul style="list-style-type: none"> • Participant/Client Centred Model • The Group • Plan, Program, Session, Activity • Purpose, Goal, Objective, Task • Needs Assessment <p>BREAK</p> <ul style="list-style-type: none"> • Therapeutic Goals • Prose for Reflection • Program Plan • Session Plan <p>BREAK</p> <p>Activity: Sacred Breathing</p> <ul style="list-style-type: none"> • Documentation <p>Video: Bloom</p> <ul style="list-style-type: none"> • Check-Out
2	Feb 6/22	<ul style="list-style-type: none"> • Check-In • Learning Styles • Teaching Strategies • Leadership Styles • Prose for Reflection <p>BREAK</p> <ul style="list-style-type: none"> • Program Continuity <p>Video: Flow Learning™ Sharing Nature learning system</p> <ul style="list-style-type: none"> • Characteristics of an Activity • Task Analysis • Other Considerations • Review <p>BREAK</p> <ul style="list-style-type: none"> • Scenarios 1, 2, 3, and 4 Activities • Developing a Budget <p>BREAK</p> <p>Activity: Three Drawings</p> <p>Video: Horticultural Therapy in Peru</p> <ul style="list-style-type: none"> • Assignment #1 - Activity Plan • Check-Out

3	Feb 19/22	<ul style="list-style-type: none"> • Check-In Activity: Calming Visualization • Student Presentation 1 • Student Presentation 2 • Student Presentation 3 BREAK • Student Presentation 4 • Student Presentation 5 • Student Presentation 6 BREAK • Student Presentation 7 • Student Presentation 8 • Prose for Reflection BREAK Video: Providence Farm • Therapeutic Garden Design • Check-Out
4	Feb 20/22	<ul style="list-style-type: none"> • Check-In • Attitudes • Land Acknowledgements Video: Could Meditation and Gardening Break the Cycle of Prison Recidivism? BREAK • Safety Concerns • Safety Recommendations • Prose for Reflection • Ethics • Different Perspectives BREAK • Steps in Ethical Decision Making • Ethical Dilemma Discussion BREAK Activity: Create an Acrostic • Assignment #2 - Personality Dimensions® • Check-Out
5	Mar 5/22	<ul style="list-style-type: none"> • Check-In • Horticultural Therapist's Role • Best Practices • PD Results BREAK • PD for Self-Reflection Video: The Heart of the Hospital BREAK

		<ul style="list-style-type: none"> • Ongoing Professionalism <p>Activity: 54321 Sensory Awareness Grounding</p> <ul style="list-style-type: none"> • We Help • Self-Care and The Helper's Creed <p>BREAK</p> <ul style="list-style-type: none"> • Ongoing Professional Development • Assignment #3 - Plan for Ongoing Professionalism • Check-Out
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