

# Reflective Practice for Reflective Practitioners

**Instructor:** Cliff Thorbes HTR, CCDP and MHFA Canada Facilitator (he/him)

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**Phone Number:** 604-684-0584 (please text first)

**Office Hours:** mutual agreement between student and instructor

## Course Dates and Times:

Session 1	Saturday April 23, 2022	10 am – 1:30 pm (PST)
Session 2	Saturday April 30, 2022	10 am – 1:30 pm (PST)
Session 3	Saturday May 07, 2022	10 am – 1:30 pm (PST)
Session 4	Saturday May 14, 2022	10 am – 1:30 pm (PST)

## Course Description

This continuing education course is designed to provide opportunities for practice of reflective thinking skills through a variety of instruments including:

- horticulture and nature-themed activities
- ethical dilemma resolution
- creative writing
- metaphors
- photography
- film
- labyrinth
- personal development

## Course Structure:

The course includes 14 hours of direct instructor-participant contact via a Zoom virtual classroom, plus an additional 14 hours of course assignment work outside of the virtual classroom.

## Course Fee:

The course fee is \$350 + GST.

To register contact Cliff Thorbes HTR at [cliffthorbes@shaw.ca](mailto:cliffthorbes@shaw.ca)

## Course requirements to qualify for a Certificate of Completion:

- Attend all classes
- Participate in group discussions
- Complete Assignment #1 **SHORT REFLECTIVE ESSAY**
- Complete Assignment #2 **VIRTUAL SHOW & TELL**
- Complete Assignment #3 **PHOTO FOR REFLECTION**
- Complete Assignment #4 **CREATE A HAIKU**
- Complete Assignment #5 **SIT SPOT REFLECTION**
- Complete Assignment #6 **SIGNIFICANT LEARNING JOURNAL**

## **Assignments**

Practice is an important part of the participant's training. In this course participants will complete the following assignments:

### **Assignment #1: SHORT REFLECTIVE ESSAY (due one week before the first course session)**

The purpose of this pre-course assignment is to provide participants with an opportunity to introduce themselves to other participants through a reflective practice writing exercise. Participants are asked to write a 500-word, single spaced essay about what reflective thinking means to them, how they practice it in their personal and/or professional life, and to describe the changes it has produced for them.

### **Assignment #2 – SHOW & TELL (student presentation during the first session)**

The purpose of this assignment is to provide an opportunity for participants to introduce themselves to each other in a creative way, combined with demonstration of reflective thinking, presentation and communication skills. Instructions will be provided to participants prior to the first virtual classroom session.

### **Assignment #3 – PHOTO FOR REFLECTION (student presentation during the second session)**

The purpose of this assignment is to use photography as motivation to pause, and notice the nature around us. Then to think about the image photographed on a deeper level, including the teachings it offers. Instructions will be provided to participants during the first virtual classroom session.

### **Assignment #4 – CREATE A HAIKU (student presentation during the third session)**

The purpose of this assignment is to explore expressive writing and our connection with nature through haiku. Instructions will be provided to participants during the second session.

### **Assignment #5 – SIT SPOT REFLECTION (student presentation during the fourth session)**

The purpose of this assignment is to identify a place (outdoors or indoors) that can become a favorite place to visit on a regular basis, connect with nature, and that can serve as a place to practice reflective thinking. Instructions will be provided to participants during the third session.

### **Assignment #6 – SIGNIFICANT LEARNING JOURNAL (due one week after final course session)**

The purpose of this assignment is to promote reflective thinking, writing, organizational, and documentation skills. After each session, participants will reflect upon a series of questions and then record their response to them in their significant learning journal. Upon the conclusion of the course, students will submit a digital version of their journal, presented in an organized and professional manner, to the instructor for review.

## **Breakdown for course hours**

Virtual classroom	14 hours
Course assignment work includes: <ul style="list-style-type: none"><li>• Assignment #1 – 2 hours</li><li>• Assignment #2 – 1 hour</li><li>• Assignment #3 – 2 hours</li><li>• Assignment #4 – 2 hours</li><li>• Assignment #5 – 2 hours</li><li>• Assignment #6 – 5 hours</li></ul>	14 hours
<b>Total</b>	<b>28 hours</b>

### **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, participants 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 and includes:

- making an effort to participate/be fully present
- avoiding interrupting others or dominating the discussion

**Texts:** Though the texts below are not required to participate in this course, nor quoted, nor specific pages referred to during this course, they have inspired the creating of it.

### **Recommended text specific to the practice of Horticultural Therapy:**

*The Profession and Practice of Horticultural Therapy*

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

### **Supplementary Texts:**

*Reflective Practice – Writing and Professional Development (Fifth Edition)*

Gillie Bolton with Russell Delderfield

### **Journal Requirements:**

Participants are required to maintain a journal to record their weekly responses for the SIGNIFICANT LEARNING ASSIGNMENT, and then at the conclusion of the course, to submit a digital version of this assignment, for review by the instructor.

### **Course Schedule and Course Content:** (subject to change)

<b>Session</b>	<b>Date</b>	<b>Course Content</b>
#1	April 23/22 3.5 hours	<ul style="list-style-type: none"><li>• Campfire Visualization</li><li>• Group Norms</li><li>• Show &amp; Tell</li><li>• Ethical Dilemma Resolution</li><li>• Breathing with a Plant</li><li>• Think, Pair &amp; Share</li></ul>
#2	April 30/22 3.5 hours	<ul style="list-style-type: none"><li>• Mountain Visualization</li><li>• Photo for Reflection</li><li>• Write, Pair &amp; Share</li><li>• ABC's of Gardening</li><li>• The Owl and The Raven</li></ul>
#3	May 07/22 3.5 hours	<ul style="list-style-type: none"><li>• Create a Haiku</li><li>• Gardening as a Mirror</li><li>• Guest Speaker – Using the Labyrinth for Reflective Practice</li><li>• Just Like a River</li></ul>
#4	May 14/22 3.5	<ul style="list-style-type: none"><li>• Essential Oil</li><li>• Sit Spot Reflection</li><li>• Think, Feel &amp; Share</li><li>• Sensing the Seasons</li><li>• Value Proposition</li></ul>

The guest speaker for this course is Carla Atherton, a Certified Advanced Labyrinth Facilitator and Horticultural Therapy Practitioner. She lives in Smithers, B.C.

[www.carlaatherton.ca](http://www.carlaatherton.ca) / [unfoldyourownstory@gmail.com](mailto:unfoldyourownstory@gmail.com)

**The content for this course aligns with the following CHTA Horticultural Therapy Core Skills & Competencies:**

- aware of strategies to promote HT and to advocate for HT principles and practice
- adhere to ethical and professional standards of practice
- use social media and other tools in an ethical manner
- privacy and confidentiality protocols for work with clients, including requirements to use waivers for photographs and other forms of media
- select appropriate interventions and activities relevant to stated goals and objectives
- awareness of physiological, psychological, and sociological effects of plants on people
- accommodate individual strengths, skills and preferences of the client or group
- develop competency in group leadership skills, group dynamics and process
- write functional outcome measures that include goals, objectives, progress notes, and other forms of documentation related to design and delivery of a therapeutic program and therapeutic sessions

**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 participant to call themselves a Horticultural Therapist or Therapeutic Horticulturist.