

Reflective Practice for Reflective Practitioners

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

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Office Hours: mutual agreement between student and instructor

Course Dates and Times:

Session 1	Saturday November 12, 2022	10 am – 2 pm (PST)
Session 2	Saturday November 19, 2022	10 am – 2 pm (PST)
Session 3	Saturday November 26, 2022	10 am – 2 pm (PST)
Session 4	Saturday December 3, 2022	10 am – 2 pm (PST)

Course Description

This continuing education course is designed to provide opportunities for practice of reflective thinking skills through a variety of horticultural and nature-themed reflective thinking exercises. Instruments used to promote reflective thinking in this course include:

- discussion
- writing
- drawing
- photography

Course Structure:

The course includes 16 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 Facilitator:

Cliff Thorbes is a registered Horticultural Therapist (HTR), Certified Career Development Practitioner (CCDP), Mental Health Educator, and an Expressive Artist. His current continuing education courses and trainings include:

- Foundations for Practitioners of Horticultural Therapy
- Reflective Practice for Reflective Practitioners
- Mental Health First Aid
- Stress Busters
- Personality Dimensions®

Course Fee:

The course fee is \$400 + GST.

To register contact Cliff Thorbes HTR at 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 **SHOW & TELL**
- Complete Assignment #3 **PHOTO FOR REFLECTION**
- Complete Assignment #4 **SIT SPOT REFLECTION**
- Complete Assignment #5 **PARTICIPANT PRESENTATION**

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 (pre-course assignment)

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 – SIT SPOT REFLECTION (student presentation during the third 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 #5 – PARTICIPANT PRESENTATION (student presentation during the fourth session)

The purpose of this assignment is to gain practice facilitating an exercise that promotes reflective thinking in others. Each participant will facilitate an exercise to the rest of the group and submit a Reflective Thinking Exercise Plan after their presentation to the

course facilitator for feedback. Instructions will be provided to participants during the first session.

Journal Requirements:

Participants are strongly encouraged to maintain a journal for recording responses to questions assigned for further reflective thinking throughout the course.

Breakdown for course hours

Facilitator-directed virtual classroom sessions	16 hours
Self-directed course work includes: <ul style="list-style-type: none"> • Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4 • Assignment #5 • Journal Writing 	14 hours* *represents estimated time to complete self-directed course work
Total	30 hours

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
- 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, 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

Course Schedule and Course Content: (subject to change)

Session	Date	Course Content
#1	Nov 12/22 4 hours	<ul style="list-style-type: none">• Campfire Visualization• Group Norms• Show & Tell• Breathing with a Plant• Six-Minute Write
#2	Nov 19/22 4 hours	<ul style="list-style-type: none">• Photo for Reflection• Think, Feel, Share• Gardening as a Mirror• ABC's of Gardening• Ethical Dilemma Resolution
#3	Nov 26/22 4 hours	<ul style="list-style-type: none">• Sit Spot Reflection• Sensing The Seasons• Using the Labyrinth for Reflective Practice (Carla Atherton)• Just Like a River
#4	Dec 3/22 4 hours	<ul style="list-style-type: none">• Film Review• Participant Presentations

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 / 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
- 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.