

# Foundations for Practitioners of Horticultural Therapy

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## Course dates/time:

Weekend 1	Saturday November 12, 2022	10 am – 2 pm (PST)
Weekend 1	Sunday November 13, 2022	10 am – 2 pm (PST)
Weekend 2	Saturday November 26, 2022	10 am – 2 pm (PST)
Weekend 3	Sunday November 27, 2022	10 am – 2 pm (PST)
Weekend 4	Sunday December 3, 2022	10 am – 2 pm (PST)

## Course Description

This continuing education course is designed to provide participants 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.

Participants 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 Structure

The course uses a blended model for instruction including 20 hours of direct instructor-participant contact in a virtual classroom setting on Zoom, and an additional 20 hours of comprehensive assignment course work participants complete outside of the virtual classroom. Instructor-participant contact is maintained during comprehensive assignment course work through email, and feedback is provided by the instructor to the participant on their progress.

## 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.

**Breakdown for course hours**

Virtual classroom	20 hours
Comprehensive course work includes: <ul style="list-style-type: none"> <li>• Assignment #1 – 2 hours</li> <li>• Assignment #2 – 8 hours</li> <li>• Assignment #3 – 2 hours</li> <li>• Assignment #4 – 3 hours</li> <li>• Additional assessments – 2 hours</li> <li>• Course Readings – 3 hours</li> </ul>	20 hours
<b>Total</b>	<b>40 hours</b>

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

- Attend all classes
- Participate
- Complete Assignment #1: 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, participants are expected to

- be interactive participants in class discussions, instructor-led activities, and participant-led presentations
- complete and submit assignments on time
- review feedback provided by the instructor
- complete assigned assessments, preview of course video content, and required readings prior to class

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 participant's training. In this course participants will:

- Share their Reflective Practice Writing with the other participants
- Present their Activity Plan to the other participants
- 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 participants with an opportunity to introduce themselves to other participants in their cohort, through a reflective practice writing exercise. Within the context of Horticultural Therapy, participants are asked to reflect upon and write responses to four questions.

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

The purpose of this assignment is to provide practice for participants 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 participants by the end of the second virtual classroom session. Participants will present a summary of their activity to the other participants in the course, and submit their Activity Plan to the instructor for feedback.

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

The purpose of this assignment is to provide participants 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. Participants 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 participants to create a plan for ongoing professionalism. Their plan, will be reviewed by the instructor and feedback will be provided.

#### **Additional Course Homework:**

Participants should be prepared to dedicate up to an additional three hours completing assigned readings and previewing videos that will be discussed during virtual classroom 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

**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**

*Therapeutic Gardens: Design For Healing Spaces*

Daniel Winterbottom and Amy Wagenfeld

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

Rebecca L. Haller and Christine L. Capra

## **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](#)  
[Adapted Gardening Guides](#)  
[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](#)  
[Oregon State University – Landscape Plants](#)  
[Colorado State University – Poisonous Plant Guide](#)  
[Poisonous and Non-poisonous Plants](#)  
[ASPCA - Toxic and Non-Toxic Plants List](#)  
[The Field – Sensory Gardens](#)  
[Therapeutic Garden Characteristics](#)  
[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](#)  
[WHO Disability Assessment Schedule \(WHODAS 2.0\)](#)  
[The General Self-Efficacy Scale \(GSE\)](#)  
[CMHA Work-Life Balance Quiz](#)  
[CMHA Mental Health Meter](#)  
[CMHA What's Your Stress Index](#)  
[heretohelp Online Screenings](#)

[Highly Sensitive Person \(HSP\) Test](#)  
[The VARK Questionnaire](#)  
[Learning Style Assessment](#)  
[Personality Dimensions](#)

**Course Schedule and Course Topics** (subject to change)

<b>Session</b>	<b>Date</b>	<b>Course Content</b>
1	Nov 12/22	<ul style="list-style-type: none"> <li>• Check-In</li> <li>• Horticulture and Therapy</li> <li>• Horticultural Therapy and Therapeutic Horticulture</li> <li>• Client Centred Model</li> <li>• The Group</li> <li>• Program, Plan, Session, Activity</li> <li>• Purpose, Goal, Objective, Task</li> <li>• Needs Assessment</li> <li>• Therapeutic and Therapeutic Goals</li> <li>• Program Plan</li> <li>• Session Plan</li> <li>• Activity Plan</li> <li>• Documentation</li> <li>• Check-Out</li> </ul>
2	Nov 13/22	<ul style="list-style-type: none"> <li>• Check-In</li> <li>• Learning Styles</li> <li>• Teaching Strategies</li> <li>• Leadership Styles</li> <li>• Program Continuity</li> <li>• Characteristics of an Activity</li> <li>• Task Analysis</li> <li>• Other Considerations</li> <li>• Review</li> <li>• Activities for Scenarios 1, 2, 3, and 4</li> <li>• Developing a Budget</li> <li>• Explanation for Assignment #2 - Activity Plan</li> <li>• Check-Out</li> </ul>
3	Nov 26/22	<ul style="list-style-type: none"> <li>• Check-In</li> <li>• Student Presentations</li> <li>• Designing a Therapeutic Space</li> <li>• Check-Out</li> </ul>

4	Nov 27/22	<ul style="list-style-type: none"> <li>• Check-In</li> <li>• Attitudes</li> <li>• Land Acknowledgements</li> <li>• Safety Concerns</li> <li>• Safety Recommendations</li> <li>• Ethics</li> <li>• Different Perspectives</li> <li>• Steps in Ethical Decision Making</li> <li>• Ethical Dilemmas Discussion</li> <li>• Explanation for Assignment #3 - Personality Dimensions®</li> <li>• Check-Out</li> </ul>
5	Dec 3/22	<ul style="list-style-type: none"> <li>• Check-In</li> <li>• Horticultural Therapist's Role</li> <li>• Titles</li> <li>• Best Practices</li> <li>• We Are All Plaid</li> <li>• PD for Reflection</li> <li>• Ongoing Professionalism for the Horticultural Therapist</li> <li>• We Help</li> <li>• The Helper's Creed</li> <li>• Core Skills and Knowledge</li> <li>• Ongoing Professional Development</li> <li>• Explanation for Assignment #4 - Plan for Ongoing Professionalism</li> <li>• Check-Out</li> </ul>