

# Foundations for Practitioners of Horticultural Therapy

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

## **Course Description**

This continuing education course is designed to provide participants with foundational level knowledge for providing Horticultural Therapy/Therapeutic Horticulture services.

## **Course Structure**

The course includes 20 hours of direct instructor-student contact in a virtual classroom setting on Zoom. Students can expect an additional 20 hours (approximate) of assignment course work outside of the virtual classroom. Instructor-student contact is maintained throughout the duration of the course through email. Feedback is provided by the instructor to the student 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. Explore a variety of documents for planning and documentation.
3. Learn how to formulate client-centred goals and objectives.
4. Develop skills for ethical decision making.
5. Plan for ongoing professionalism.
6. Network with other students of Horticultural Therapy/Therapeutic Horticulture.

## **Exit Competencies**

1. Understand terminology, plans, and practices used in Horticultural Therapy/Therapeutic Horticulture.
2. Differentiate between documents for planning, and understand when they are used to provide Horticultural Therapy/Therapeutic Horticulture.
3. Formulate goals, with relevant and measurable objectives.
4. Identify potential ethical issues, and apply an ethical decision-making model to resolve them.
6. Develop a plan for ongoing professionalism that addresses professional interaction with clients/participants, personal wellness and development.

### **Breakdown for course hours**

Virtual classroom	20 hours
Additional course work includes: <ul style="list-style-type: none"><li>• Assignment #1 – 2 hours (approximate)</li><li>• Assignment #2 – 10 hours (approximate)</li><li>• Assignment #3 – 2 hours (approximate)</li><li>• Assignment #4 – 2 hours (approximate)</li><li>• Previewing Videos – 1 hour (approximate)</li><li>• Course Readings – 3 hours (approximate)</li></ul>	20 hours (approximate)
<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
- preview of course video content, and required readings prior to class

The model of contribution will be that which is required in a professional environment including:

- 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**

Completing assignments are an important part of the participant's training.

### **Assignment #1 (pre-course): Reflective 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 others in their cohort, through a reflective writing exercise. Within the context of Horticultural Therapy, students are asked to write responses to a series of questions.

**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 facilitate an activity of their own, and complete an Activity Plan to accompany it. An Activity Plan template will be provided. 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 students with an opportunity to experience a tool for assessment. In this case, the tool assesses preferred personality style, including innate characteristics, strengths, skills, potential weaknesses, and preferred needs.

### **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 feedback will be provided.

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

### **Limitations:**

This is an introductory course.

This course does not

- teach skills in horticulture
- nor does it qualify a participant to call themselves a Horticultural Therapist upon the conclusion of it.

### **Recommended Text:**

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 to.

- *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

## **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](#)

[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](#)

[Horticultural Therapy Collective](#)

## **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 \(GSE\)](#)

[The VARK Questionnaire](#)

[Learning Style Assessment](#)

[Personality Dimensions](#)

**Course Topics** (subject to change)

<b>Session</b>	<b>Course Content</b>
1	<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	<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	<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>

Session	Course Content
4	<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	<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>