

Introduction to Horticultural Therapy

11:776:225 (3 credits)

Spring Semester (even years)

Wednesday (lecture) 12:35 – 3:35 PM Room 115 Floriculture Greenhouse

CONTACT INFORMATION

Instructor: Joel Flagler
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Instructional Assistant: Gary Altman
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COURSE DESCRIPTION

Brief history of the practice of horticulture therapy and the special needs populations it benefits. Adaptations and modifications enabling individuals to participate. Discussion of the professional requirements and responsibilities for the Horticulture Therapy profession.

COURSE WEBSITE, RESOURCES AND MATERIALS

- Course website: Sakai
- Required textbook: Horticulture as Therapy: Principles and Practice, Sharon Simson, Martha Straus. ISBN 9781560222798

PREREQUISITE

None

COURSE LEARNING GOALS

(Link to Plant Biology Undergraduate Program Goals: <http://plantbiology.rutgers.edu/undergrad/plantbiology/>)

By the end of this course, the student will be able to:

1. Demonstrate the appropriate use of plants for vocational, therapeutic and social applications in horticulture therapy (addresses program goals 1 and 2)
2. Assess horticulture therapy approaches to various human disabilities (addresses program goals 2 and 3)
3. Recognize the professional responsibilities of a Horticulture Therapist (addresses program goal 2)

ASSIGNMENTS/RESPONSIBILITIES AND ASSESSMENT

Grading

- Hourly exams (2) 40%
- Final exam 25%

- Semester project 20%
- Attendance and participation 15%

Grades will be classified based on Rutgers approved system: A, B+, B, C+, C, D, and F.

Learning goals assessment:

1. Specific questions on exams (all course learning goals)
2. Specific module of a multicomponent semester project (all course learning goals)
3. Specific topics of oral participation in class (course learning goals 2 and 3)

The percentage score on these assessments will determine the level of mastery: >90% outstanding; 80-89% good; 70-70% satisfactory; <69% unsatisfactory.

PARTICIPATION GRADE AND ABSENCE POLICY

Students are expected to attend all classes. Students who expect to miss class may contact the instructor via e-mail prior to the missed class or may use the University absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for the absence. An e-mail is automatically sent to the instructor.

COURSE SCHEDULE

Week	Topic	Chapter in Book
1	Introduction to course and key concepts	1
2	Overview of applications for HT Vocational, therapeutic, and social models	3
3	Architectural barrier awareness Americans with Disabilities Act (ADA) Research in HT	2, 16
4	The language of disabilities The brain The nature of disabilities	4, 12 5, 6
	Assign semester project	
5	Exam I	
6	Greenhouse Tour Best indoor plants for HT New programs for veterans	11, 12
7	Understanding cerebral palsy Allies AHTA	6
8	Mental health populations Working with veterans	
9	Spring recess	
10	Propagation – vegetative (tissue) and sexual (seeds) Hands-on workshop in greenhouse	
11	Exam II	
12	Herbaceous perennials for the HT Garden Managing pests without chemicals	
13	Hands-on Nature Craft Workshop	
14	No class meeting: work on semester project	
15	Professionalism Review for Final Exam	

Semester projects due
Final exam (to be determined)

FINAL EXAM/PAPER DATE AND TIME

The Online Final exam Schedule: <http://finalexams.rutgers.edu/>

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- All student work is fairly evaluated and no student has an inappropriate advantage over others.
- The academic and ethical development of all students is fostered.
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers

University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.