

Horticultural Therapy: Techniques and Programming

11:776:325 (3 credits)
Spring Semester (yearly)
Online

CONTACT INFORMATION

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COURSE DESCRIPTION

This course focuses on medical information about major disabilities with an emphasis on the functional and psychosocial aspects of disability and HT interventions to address specific needs. Topics that will receive special attention in this course are:

1. Implications of developmental, psychological and medical disabilities upon the functioning of individuals.
2. Psychosocial aspects of disability including the impact of the individual and the family, and their adjustment to the disability.
3. Interpretation of medical terminology.
4. Appropriate horticultural therapy rehabilitation strategies and interventions including the use of assistive technology.

COURSE WEBSITE, RESOURCES AND MATERIALS

- Course website: Canvas
- Required textbook:
 - Simson, S.P., and Straus, M.C. (1998). *Horticulture as Therapy*. Boca Raton, FL: CRC Press (ISBN: 978-1-56022-279-8)
- Optional texts:
 - Falvo, D. (2014). *Medical and Psychosocial Aspects of Chronic Illness and Disability* (5th ed.). Sudbury, MA: Jones and Bartlett Publishers.
 - Andrew, J. (Ed.). (2012). *The Disability Handbook*. Linn Creek, MO: Aspen Professional Services.
 - Haller, R.L., and Capra, C.L. (2017). *Horticultural Therapy Methods*. Boca Raton, FL: CRC Press (ISBN: 978-1-138-73117-2)
 - **It is recommended students obtain a medical dictionary, for example:* Stedman, T.L. (2011). *Stedman's Medical Dictionary for the Health Professions and Nursing* (7th ed.). Philadelphia: Lippincott Williams & Wilkins.
- You will need a computer with internet access to retrieve forms and information from the course website, and to communicate via email with the instructor as needed.

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. Identify psychosocial implications of disabilities for individuals, discuss issues in recovering from illness or adjusting to disability, and identify horticultural therapy techniques combined with basic therapy techniques to assist in recovering from illness or adjusting to disability (addresses program learning goal 1, technical proficiency)
2. Recall and explain medical terminology and common medical abbreviations (addresses program learning goal 1, technical proficiency)
3. Explain the medical aspects of at least 10 disabilities including functional capabilities and limitations, and horticultural therapy rehabilitation considerations (addresses program learning goal 3, communication)
4. Describe in depth the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability (addresses program learning goal 4, critical thinking)

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT

Web Quest	50 points
Group Therapy Curriculum Project	150 points
Using HT to Adjust to Disability Paper	150 points
Poster Presentation	200 points
Midterm Exam	200 points
Final Exam	200 points
Class Participation/Discussion Posts	50 points
Total	100% = 1000 points

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

Assessment plan:

Student achievement will be based on:

1. four course projects
2. two exams
3. participation in weekly discussion posts and video conferences

Course projects (addresses all course learning goals): There are a total of four projects assigned throughout the course. Please see the course requirements section above. For a description of the course projects, please refer to the assignments section of this syllabus.

Exams: There are two scheduled exams for this course: a midterm exam and a final. The midterm exam will cover all lectures and assigned reading material from weeks 1 through 7. The final exam will cover all lectures and assigned reading material from weeks 8 through 15. Exams will be comprised of multiple choice and short answer questions and will be taken in person in the classroom.

Weekly discussion posts: Each week students will be provided one or two discussion questions to which they must post a response. Students are expected to respond to at least two peers and offer new and additional information to peer's posts to cultivate an active learning environment. Please see the discussion post rubric below.

Grading rubric for course learning goals:

Learning Goal/Grade Assignment:	OUTSTANDING (A)	GOOD (B)	SATISFACTORY (C)	UNSATISFACTORY (D/F)
Identify psychosocial implications of disabilities for individuals, discuss issues adjusting to disabilities, and identify horticultural therapy techniques to assist in adjusting to disability	Student clearly and effectively identifies psychosocial implications of disabilities, and is clearly and effectively able to identify horticultural therapy techniques to assist in adjusting to disability with a high degree of specificity	Student clearly and fully recalls, explains and applies knowledge of psychosocial implications of disabilities and clearly and fully recalls, explains, and applies horticultural therapy techniques to assist in adjusting to disability	Student recalls, explains and applies knowledge of most psychosocial implications of disabilities, and recalls, explains, and applies most horticultural therapy techniques to assist in adjusting to disability (Demonstrates incomplete understanding)	Student recalls, explains, and applies knowledge of less than half of the psychosocial implications of disabilities, and recalls, explains, and applies knowledge of less than half of the horticultural therapy techniques to assist in adjusting to disability
Recall and explain medical terminology and common medical abbreviations	Clearly and effectively recalls, explains medical terminology and common medical abbreviations with high degree of specificity	Clearly and fully recalls, medical terminology and common medical abbreviations	Recalls, explains some medical terminology and common medical terminology (Demonstrates incomplete understanding)	Fails to recall, and explain (less than half) medical terminology and common medical abbreviations
State the medical aspects of at least 10 disabilities including functional capabilities and limitations, rehabilitation considerations, and life planning considerations	Clearly and effectively recalls, explains medical aspects of disabilities including functional capabilities and limitations, horticultural therapy rehabilitation considerations with high degree of specificity	Clearly and fully recalls, explains and applies theories that support horticultural therapy as a professional practice	Recalls, explains and applies some concepts of theories that support horticultural therapy as a professional practice (Demonstrates incomplete understanding)	Fails to recall, explain and apply theories that support horticultural therapy as a professional practice.
Describe in depth the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability	Clearly and effectively recalls, and explains the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability with high degree of specificity	Clearly and fully recalls, and explains the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability	Recalls, and explains some concepts of the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability (Demonstrates incomplete understanding)	Fails to recall and explain the incidence, etiology, symptoms, diagnosis, treatment, prognosis, psychological implications, and horticultural therapy rehabilitation strategies for at least one disability (Demonstrates incomplete understanding)
	5/5 correct	4/5 correct	3/5 correct	0-2/5 correct

Grading rubric for discussion posts:

Original Posting(s) = 7 points total			
Criteria	Definition	Points Possible	Points Earned
Punctuality	First post occurs each week no later than Saturday	1	

Accuracy	Responds to the question(s) posted by instructor or a fellow student, depending on that week's assignment	1	
Frequency	Posts a minimum of three total contributions to the posted discussion question (1 initial post and 2 replies)	1	
Relevant	Mentions at least 2 points from the week's readings	1	
Personalized	Relates content to own personal experiences as relevant	1	
Critical Analysis	The post analyzes content, not just summarizes content	1	
Clarity	The post is grammatically correct, proofread for spelling errors and cites sources if necessary	1	
Posted Responses to other students = 3 points total			
Criteria	Definition	Points Possible	Points Earned
Frequency		1	
Politeness		1	
Comprehensive		1	
Total Points for Discussion = 10 points			
Criteria	Definition	Points Possible	Points Earned

Feedback on progress: Students are provided with written feedback on the assignments on which grading for the course is based. It is the responsibility of students to monitor their performance in light of the grade interpretation for the course. Students who are not making satisfactory progress should contact the instructor as soon as possible to discuss improving performance in the course.

Student self-growth and self-disclosure: Some assignments in this course may require self-disclosure in the interest of facilitating student self-growth. The evaluative components of such assignments are designed to delineate explicit, predetermined academic standards that are separate from and do not depend on the level of student self-disclosure. We do not require that any particular or specific information be disclosed. Students should be aware of the potential ramifications of self-disclosure when faculty roles as teachers or supervisors require acting on ethical obligations to the profession.

For horticultural therapists-in-training, self-reflection is a necessary and required part of the training experience as the person of the therapist is a major component in the therapy process. You may be asked for your thoughts and feelings on a variety of topics as part of course discussions and course assignments. Such reflection is a significant part of your personal and professional growth and development as an effective therapist to your clients.

CLASS PARTICIPATION

Participation has two elements: attending class and taking part in discussions and exercises. Attending class is an essential component of participation. In an online course environment, attending class means that you read/review/complete all activities for each week's lesson and participate in all required discussions and activities. Participating in class discussions and activities includes giving and receiving feedback. In giving and receiving feedback, students should focus on behavior, frame feedback suggestions in positive terms, and maintain a professional approach.

Class participation will also be based on your participation in threaded discussions. You will receive a participation grade for your responses. It is important to note that all web discussions and online lectures will be posted on Tuesdays. You should make your first post each week no later than Saturday. First postings made after Saturday will be subject to a reduction in grade. You have until the following Monday at 10 PM to post additional responses. You are required to respond to the question posed by the instructor, AND make 2 replies to classmates.

Your participation will be assessed using explicit criteria that are posted on the web site. With the exception of "Help" or Q&A discussion topics (those designed to provide assistance in completing a task), or when it is otherwise specified, you must participate at least three times in all posted discussion topics. Discussion thread participation is

worth a total of 10 points. The scale that will be used to assign grades for each forum will be available to you on the homepage of the course.

ASSIGNMENTS

Specific details for each assignment will be provided on the course website. Please see sample assignments at the end of this document.

Web Quest (addresses course learning goals 2, 3): Select a specific disability and research it using the internet. Use a search engine to locate at least 5 sites that contain medical and clinical information about the disability. Start your report with a brief description of this disability and its functional implications. For each web site, record the name and address of the site followed by a brief review of what that site contains and indicate who might find it useful (medical professional, horticultural therapist, person with the disability, family member). Each website review should be one to two paragraphs in length with a maximum of one page per review. **Your paper should not exceed 6 pages (including title page).**

Adjusting to disability paper (addresses learning goals 1, 3): Complete a 6 to 8-page paper about one type of disability. The disability must be different from the one chosen for the web quest. Additional instructions for this paper will be given in class. You must have your topic approved in advance by the instructor.

Poster presentation (addresses learning goals 1 to 4): You will complete a poster presentation based on your adjusting to disability paper. The directions for this assignment will be provided in class.

COURSE SCHEDULE

Schedule	Topic	Text Reading/Assignments
Week 1	<ul style="list-style-type: none"> Orientation Person-first language The multidisciplinary team Etiology of disability Multicultural concepts of disability Adjustment to disability Disability identity 	
Week 2	<ul style="list-style-type: none"> Introduction to clinical and medical terminology Stroke, spinal cord, and physical disabilities, and HT practice 	<ul style="list-style-type: none"> Simson & Straus Ch. 4 Watch TEDx talk here
Week 3	<ul style="list-style-type: none"> Psychosocial aspects of disability in HT Traumatic brain injury and HT practice 	<ul style="list-style-type: none"> Simson & Straus Ch. 5 Web Quest papers due
Week 4	<ul style="list-style-type: none"> Coping with disability Intellectual and developmental disabilities and HT practice 	<ul style="list-style-type: none"> Simson & Straus Ch. 6
Week 5	<ul style="list-style-type: none"> Accommodations, modifications, and assistive Technology Work conditioning and work hardening HT techniques based on cognitive-behavioral approaches 	<ul style="list-style-type: none"> Review accommodation and compliance series on the Job Accommodation Network website here Check out the Disability Work Tools website here
Week 6	<ul style="list-style-type: none"> Soliciting and managing volunteers Group therapy curriculum development Direct horticultural skills teaching 	
Week 7	<ul style="list-style-type: none"> Mental illness and HT practice Stigma Wellness and recovery 	<ul style="list-style-type: none"> Simson & Straus Ch. 7

Schedule	Topic	Text Reading/Assignments
Week 8	<ul style="list-style-type: none"> • Mindfulness approaches in HT • HT techniques based on psychodynamic approaches Midterm Exam	
Week 9	Spring Break	
Week 10	<ul style="list-style-type: none"> • Children and youth and HT practice • HT techniques based on social learning • HT techniques based on behavioral approaches 	<ul style="list-style-type: none"> • Simson & Straus Ch. 8
Week 11	<ul style="list-style-type: none"> • Older persons & HT Practice • Sensory impairments/loss • Sensory interventions in HT 	<ul style="list-style-type: none"> • Simson & Straus Ch. 9 • Guest lecturer: Yuko Martin, MA, MT-BC, LPC • Group therapy curriculum project due
Week 12	<ul style="list-style-type: none"> • Substance abuse, offender rehabilitation, and HT practice • Motivational interviewing techniques in HT 	<ul style="list-style-type: none"> • Simson & Straus Ch. 10
Week 13	<ul style="list-style-type: none"> • Applied research for HT practice • Grant writing basics • Burn injury and conditions of the skin in HT 	<ul style="list-style-type: none"> • Simson & Straus Ch. 16
Week 14	<ul style="list-style-type: none"> • Consultation services for HT practice • Dealing with uncertainty • HT techniques based on solution-focused approaches 	<ul style="list-style-type: none"> • Simson & Straus Ch. 15 • Adjusting to disability paper due
Week 15	Poster presentations	<ul style="list-style-type: none"> • Poster presentations due

Final Exam: Date 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/>

Students are encouraged to discuss requests for accommodation with the Instructor. Additional information including information about the process of applying for accommodations and other services for students with disabilities is available at <https://ods.rutgers.edu>.

You must make formal application through the Disability Coordinator for the accommodations you wish to receive. Students needing accommodations are encouraged to contact the Disability Coordinator as early as possible to start this process.

FACULTY/STUDENT HONOR CODE

The faculty of Rutgers School of Environmental and Biological Sciences believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all

matriculated and non-matriculated students in this course are expected to abide by the School's Academic Integrity Policy and accept responsibility to help ensure that these standards are maintained by reporting violations of the policy observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

ACADEMIC INTEGRITY

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

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.