

## Vocational Skills Training in Horticultural Therapy

11:776:427 (1-3 credits variable)

By arrangement

Summer (yearly)

### CONTACT INFORMATION

Instructor: Gary Altman, MS, CRC, HTR  
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Office Hours: by arrangement

### COURSE DESCRIPTION

An internship course designed to provide students with the foundational knowledge of the vocational rehabilitation service system as well as the skills necessary to provide green industry job training to individuals with disabilities. The course is an in-person classroom, with discussion, activities, exercises, and projects used throughout. Students will learn in-depth understanding of functional assessment, green industry job analysis, direct skills teaching in green industry vocational training, and job placement.

### COURSE WEBSITE, RESOURCES AND MATERIALS

- Course website: Canvas.
- Required text: Simson, S.P., and Straus, M.C. (1998). *Horticulture as Therapy*. Boca Raton, FL: CRC Press (ISBN: 978-1-56022-279-8)

### PREREQUISITE

11:776:225 Introduction to Horticultural Therapy AND/OR 11:776:325 Horticultural Therapy Techniques and Programming

OR

Permission of the instructor

### 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 proficiency in completing functional assessments, and gather information about goal-related skills, determining environment and role requirements, identifying critical skills, and evaluate status of critical skills [addresses program goals 3 and 4, communication and critical thinking]
2. Conduct a green industry job analysis with the goal of creating the right fit between the job and job seeker [addresses program goal 1, technical proficiency]
3. Demonstrate knowledge and application of Boston University Direct Skills Teaching model in a job skills training program [addresses program goal 3, communication]

4. Explain the fundamentals of the vocational rehabilitation system as well as the concepts of the evidenced-based practice of supported employment [addresses program goals 3 and 4, communication and critical thinking]

## ASSIGNMENTS/RESPONSIBILITIES AND ASSESSMENT

Functional Assessment Project	10%
Job Analysis Project	10%
Direct Skills Teaching Project	15%
Internship Performance	50%
Class/Supervision Participation	10%
Internship Learning Report	5%
Total	100%

**Grade interpretation:** Grades will be classified based upon the Rutgers University approved system: 90-100% = A; 80-89 = B; 70-79 = C; 60-69 = D

### Assignments/Assessment:

Student achievement will be based on:

1. Three course projects
  2. Internship performance
  3. One report
  4. Participation/effective use of supervision
1. Functional Assessment Project (addresses course learning goal 1): Using a client participant of the green industry skills training program, you will complete a functional assessment to determine the essential skills the person needs and prefers to attain and maintain their green industry vocational goal and evaluate the client's use of the most critical skills of the job role. The completed functional assessment will suggest the skills necessary for the client to develop to learn the job skills and attain and maintain employment.
  2. Job Analysis Project (addresses course learning goals 1 and 2): Using the clients desired training goal, work with the greenhouse manager or other designee, complete a job task analysis to identify worker traits within a job, identify the essential functions of the green industry job for ADA compliance and accommodation issues, develop a comprehensive job description, and avoid unnecessary risk by placing clients in jobs based on a detailed review of the job.
  3. Direct Skills Teaching Project (addresses course learning goals 1 to 3): For this assignment, you will use the Boston University Direct Skills Teaching Model to Identify the green industry skills needed to be taught for the client to learn the job skill, then break the skills down into smaller parts so that the intended lesson is accessible to the client. This project will consist of two parts, the completed lesson plan, and mock classroom demonstration in which you will deliver your lesson plan in a role play session.
  4. Internship Learning Report (addresses course learning goals 1 to 4): At completion of the green industry skills training internship program, write a 1-3-page self-evaluation report reviewing and evaluating your internship learning experience. Your report should include:
    - a. Your progress in the development of your horticultural therapy skills (engaging clients, gardening/horticulture skills, facilitating HT sessions, accessible garden design, use of materials, modifying activities, program management, etc.)
    - b. Your accomplishments in the internship

- c. Your strengths
- d. Your limitations and areas for improvement in your development as a horticultural therapist. Any areas of concern in working with individuals with disabilities?
- e. Your reaction to the internship experience
- f. Your overall evaluation of the internship including strengths and areas for improvement in the internship experience itself
- g. Your future career plans (will you pursue work in vocational HT? Will you pursue your HTR? If not, how will this internship have benefited you?)
- h. Your plans for professional growth after you've completed all of your horticultural therapy coursework and training (What will you do to keep developing as a therapist after initial training is done? N/A if you are not pursuing HTR).

The percentage score on these assessments will determine the level of mastery: >90% outstanding; 80-89% good; 70-79% satisfactory; <69% unsatisfactory.

**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.

## PARTICIPATION GRADE AND ABSENCE POLICY

Students are expected to participate in vocational training horticultural therapy projects to the satisfaction of the supervisor or instructor. Unexcused absences or tardiness will affect the student's grade. When working outside the classroom, academic responsibility (initiative, independence, and preparation), professionalism, courtesy, promptness, and willingness to follow directions are key. In general, 3 credits are satisfied by approximately 150 hours of activity or preparation.

**COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Assignments/Text Reading</b>
1	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Vocational Assessment in HT</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Assessment Project Due</li> </ul>
2	<ul style="list-style-type: none"> <li>• Utilization of Labor Market Data in Green Industry Job Search</li> <li>• Green Industry Job Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Job Analysis Project Due</li> </ul>
3	<ul style="list-style-type: none"> <li>• Direct Skills Teaching in HT</li> <li>• Job Accommodations, Modifications, and Assistive Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Skills Teaching Project Due</li> </ul>
4	<ul style="list-style-type: none"> <li>• HT Techniques Based Upon Behavioral Approaches</li> <li>• HT Techniques Based upon Social Learning Approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Internship Learning Report Due</li> </ul>

**FINAL EXAM/PAPER DATE AND TIME**

None.

**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>

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/](http://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/](http://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.