

## **Horticultural Therapy: Concepts and Skills**

11:776:225 (3 credits)  
Spring Semester (yearly)  
Online

### **CONTACT INFORMATION**

Instructor: Gary L. Altman  
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Office Hours: by arrangement

### **COURSE DESCRIPTION**

This foundational course discusses concepts and skills in Horticultural Therapy, including history and theory. Students will learn about services, settings, and populations pertaining to HT, and learn various horticultural therapy techniques to achieve specific goals within treatment, rehabilitation, or vocational plans.

### **COURSE WEBSITE, RESOURCES AND MATERIALS**

- Course website: Sakai; lectures provided through Kaltura video platform

#### **Required texts:**

- Horticulture as Therapy. 1998. Simson and Straus, CRC Press. ISBN: 978-1-56022-279-8
- Horticultural Therapy Methods. 2017. Haller and Capra, CRC Press. ISBN: 978-1-138-73117-2
- The Measurement of Behavior. 2001. Van Houten and Hall. Pro Ed. ISBN: 978-089079861-4

This course is web-based, with discussion, activities, exercises, and projects used throughout. Students will complete audio assignments with individuals in the community to learn assessment, problem solving, planning, and communication skills.

### **PREREQUISITE**

None

### **COURSE LEARNING GOALS (link to Plant Biology Undergraduate Program Goals: (<http://plantbiology.rutgers.edu/undergrad/plantbiology/>)**

The primary goal for this course is to provide the background and theory of practice of horticultural therapy as a professional practice.

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 learning goal 1, technical proficiency)
2. Describe the horticulture therapy service models and settings, and assess, identify, and develop service plans to appropriate service clients within each model and setting (addresses program learning goal 2, context)
3. Demonstrate communication skills essential to helping individuals achieve desired goals and valued roles (addresses program learning goal 3, communication)

## ASSIGNMENTS/RESPONSIBILITIES AND ASSESSMENT

### Grading (1000 points):

• MAPs project	50 points
• Audio recording assignment 1	150 points
• Audio recording assignment 2	150 points
• Audio recording assignment 3	150 points
• Audio recording assignment 4	150 points
• Task analysis and Bx measurement paper	200 points
• Elevator speech	50 points
• Class participation	100 points

Course assessments include seven projects, two exams (mid-term, non-cumulative final), and weekly discussion posts.

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 multicomponent semester projects (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; 70-79% 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

Topics that will receive special attention in this course include:

- Characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills

- Understanding of essential interviewing and communication skills to develop and maintain a therapeutic relationship
- Increasing self-awareness to promote therapeutic therapist-client relationships and maintain appropriate professional boundaries
- Ethical considerations in horticultural therapy

Schedule	Topic	Reading
Week 1	Course Overview Development of Horticultural Therapy as a profession The American Horticultural Therapy Association Code of Ethics	Simson and Straus, Ch. 1 Review AHTA Professional Registration Policies and Procedures <a href="#">here</a> Read HTR Code of Ethics <a href="#">here</a> Review the Standards of Practice for Horticultural Therapy <a href="#">here</a> Online lectures
Week 2	The people-plant relationship	Simson and Straus, Ch. 2 Haller and Capra, Ch. 1 Online lectures
Week 3	HT services, settings, and populations	Simson and Straus, Ch. 3 Online lectures
Week 4	Assessment in HT	Simson and Straus, Ch. 17 Online lectures
Week 5	Goal setting and treatment planning Making action plans	Simson and Straus, Ch. 17 Haller and Capra, Ch. 2 Online lectures
Week 6	Task analysis and behavioral measurement in HT <b>MAPs and Assessment Project Due</b>	Van Houten text Online lectures
Week 7	The psychosocial approach to HT	Watch this <a href="#">video</a> (Erikson's Theory of Psychosocial Development) Online lectures
Week 8	Attending skills: SOLER Communication skills Responding to content, feeling, meaning, and paraphrasing <b>Behavioral Measurement Project Due</b> <b>Midterm Exam</b>	Watch this <a href="#">video</a> (Bob Newhart-Stop It)
Week 9	<b>Spring Break</b>	
Week 10	Outside space and adaptive gardening Audio recording 1 due: Responding to content (paraphrasing)	Simson and Straus, Ch. 11 Online lectures

Schedule	Topic	Reading
Week 11	Inside space and adaptive gardening Audio recording 2 due: Responding feeling	Simson and Straus, Ch. 12 Online lectures
Week 12	HT and botanical gardening Audio recording 3 due: Responding to meaning	Simson and Straus, Ch. 13 Online lectures
Week 13	HT and community gardening Audio recording 4 due: Personalizing	Simson and Straus, Ch. 14 Online lectures
Week 14	Group work in HT – Stages of a therapy group	Online lectures
Week 15	Group work in HT – Dealing with difficult behavior <b>The HT elevator speech</b>	Online lectures

**Final Exam (not cumulative): 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/>

## 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.