

HORT 69.3 Course Outline as of Fall 2010

CATALOG INFORMATION

Dept and Nbr: HORT 69.3 Title: HORT SPEC POPS
Full Title: Horticultural Therapy For Special Populations
Last Reviewed: 12/9/2002

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
Students will learn the therapeutic skills necessary to facilitate horticultural activities when working with special populations, such as individuals with disabilities. The major types of horticultural therapy programs will be covered. Documentation, group dynamics, and horticultural activities specific for each setting will be covered.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: Course covers therapeutic skills necessary to facilitate horticultural activities when working with special populations. Includes major types of horticultural therapy programs, documentation, group dynamics, and horticultural activities specific for each setting. (Grade Only)
Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon successful completion of this course the student will be able to:

1. Explain the three major types of horticultural therapy programs and the objectives applicable in each setting.
2. Analyze and identify the role of the horticultural therapist in the four different group types.
3. Describe the therapeutic skills needed to effectively practice HT with individuals and groups.
4. Compare and contrast the four group types used in horticultural therapy programs and the objective of each type of group.
5. Describe the theory, process, and procedures of the group process.
6. Effectively write goals and objectives for individual and group HT activities.
7. Explain the relationship between medications, diagnosis, and an individual's health.
8. Determine the necessary precautions to ensure an individual's safety when participating in a horticultural environment.
9. Effectively adapt a horticultural activity to meet the needs of an individual with disabilities.
10. Summarize the skills and responsibilities needed to maintain the horticultural aspect of an HT program.

Topics and Scope:

I. Introduction

A. Review types of HT programs

1. Vocational
2. Therapeutic

- 3. Social
- B. Objectives of each type of program
 - 1. Rehabilitation
 - 2. Medical
 - 3. Wellness
- II. The Role of the Horticultural Therapist
 - A. Clinical skills
 - 1. Communication skills
 - 2. Group facilitation skills
 - B. Leadership styles
 - 1. Theory and process of styles
 - 2. Autocratic style
 - 3. Democratic style
 - 4. Group facilitator style
 - C. Therapeutic relationships
 - 1. Understanding of disabilities
 - 2. Empathy/caring
 - 3. Boundaries
- III. Therapeutic Groups
 - A. Curative factors
 - 1. Universal
 - 2. Altruism
 - 3. Family
 - 4. Social
 - 5. Catharsis
 - B. Group types
 - 1. Auto
 - 2. Social
 - 3. Communication
 - 4. Psychological
 - C. Group dynamics
 - 1. Roles of individuals
 - 2. Participation
 - 3. Conflict resolution
 - 4. Group processing
- IV. Group Structure
 - A. Goals and objectives
 - 1. Individual goals
 - 2. Group goals
 - B. Session planning
 - 1. Selecting appropriate activity
 - 2. Organizing and preparation
 - 3. Supplies and materials
 - 4. Set up of group activity
 - C. Conducting groups
 - 1. Introducing activity
 - 2. Facilitating the group
 - 3. Group processing
 - 4. Closure to group
- V. Documentation
 - A. Writing goals and objectives
 - 1. How to identify goal

2. How to utilize activity to meet goal
3. How to identify objectives to meet goal
4. Tracking, recording, measuring results
- B. Other types of documentation
 1. Progress reports
 2. Tracking sheets
 3. Treatment plans
- VI. Medications
 - A. Types of medications
 - B. Side effects of medications
 - C. Safety/prevention when working with individuals taking medications
- VII. Horticultural Activities
 - A. Adapting activities to meet group goals
 - B. Adaptive activities to meet individual goals
 - C. Writing activity plans
 - D. Appropriate activities for specific identified goals
- VIII. The Horticulturalist Role
 - A. Horticulture areas
 1. Plant material
 2. Growing schedules
 3. Greenhouse production
 4. Landscape maintenance
 5. Pest management
 - B. Program planning
 1. Computer skills
 2. Business skills
 3. Organizational skills
- IX. While primarily a lecture course, instructor may include field trips, guest speakers, and instructor demonstration in order to provide students with direct exposure to horticultural therapy skills, settings and activities.

Assignment:

1. Professional articles review.
2. Field trip summary and response paper.
3. Speaker reports.
4. Specific topic paper - term paper, 5-10 pages, based on library research.
5. Reading assignments, 25-40 pages per week and response papers (bi-weekly).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Term papers
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Writing 40 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
30 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Field trip attendance and class participation.

Other Category
10 - 20%

Representative Textbooks and Materials:

1. Horticulture As Therapy: Principles and Practices. Sharon Simson, Ph D, and Martha Straus, HTM. 1998, The Haworth Press, Inc.
2. Horticulture As Therapy: A Practical Guide to Using Horticulture as a Therapeutic Tool. Mitchell L. Hewson, HTM. 1994, Homewood Health Center, Ontario, Canada.