Course Outline – HORT 425 Horticultural Therapy Management

Credits: 3

Terms to be offered: Fall

Prerequisites: HORT 423

Course Description:
This course prepares students to develop, manage and evaluate horticultural therapy (HT) programs and sites. Considerations and solutions for the design of indoor and outdoor therapeutic HT spaces are discussed. Also included are private contracting business models, marketing, and strategies to obtain funding and resources for program support. Comprehensive program proposals are used to encompass all the major elements of program and site design, implementation and management.

Instructor: Rebecca Haller, HTM

Texts:
- Journal of Therapeutic Horticulture, American Horticultural Therapy Association

Course Objectives:
- Assess/evaluate HT program facilities and spaces
- Design raised beds for accessibility and program use.
- Design HT therapeutic spaces that fit the site, population and organization.
- Select appropriate plants to support the goals of an HT program at the site.
- Plan for implementation of design and seasonal plantings.
- Plan for management of structures and plant maintenance.
- Identify a variety of potential funding sources.
- Identify to integrate with existing services and programs in the community and organization.
- Identify the steps used to practice HT as a private contractor.
- Market an HT program, through oral and written methods.
- Develop an HT program budget.
- Create plans for program implementation and evaluation.
- Plan a complete horticultural therapy program for an actual site, and create a detailed written program proposal to describe it.

Course Topics:
Pre-Class Assignment (to be completed prior to class meetings)
- Read Chapters 11,12 and 14 in Horticulture as Therapy: Principles and Practice.
- Read Chapter 1-3 in Accessible Gardening for People with Disabilities.
- Read assigned articles on design, proposals, and evaluation from the Journal of Therapeutic Horticulture.
- Prepare for an oral presentation to solicit program support, as assigned.

Pre-Class Recitation (to be completed prior to class meetings)
- Distance forum on site selection and evaluations.
- Based upon at least one on-site visit, gather and write a report on a specific organization to use for HT program and site development (due 10 days before class meeting), including:
  - Mission and demographics of people served by the organization
o Indoor and outdoor site information including: dimensions, structures, sun exposure
existing plants, water sources, building access, view from building
o Site evaluations of both indoor and outdoor therapeutic spaces and facilities.
  • Review organization reports from classmates and comment (on-line forum)

Day 1 (Face-to-face) (Lecture):
  • Review of Programs and Sites
  • Designing A Program – Considerations
  • Program Proposals – Content and Outline
  • Program Justification
  • Defining Program Goals
  • Integration with Existing Services
  • Personnel
  • Equipment and Supplies
  • Budget
  • Plan for Implementation
  • Program Evaluation

Day 2 (Face-to-face) (Lecture):
  • The Horticultural Therapy Site -- Balancing the Needs of People, Plants and Organizations
  • Designing HT Settings – Process & Strategies
  • Healing Gardens, Therapeutic Landscapes – Benefits and Design
  • Accessibility and Universal Design
  • Uses and Benefits of Raised Beds
  • Raised Bed Placement, Dimensions, Materials and Construction
  • Garden Scope and Maintenance Considerations
  • Design Considerations – Character and Aesthetics

Day 3 (Face-to-face) (Recitation):
  • Spaces and Elements for Activities and Programming
  • Choosing Plants for HT Programs – Considerations, Purpose
  • Plan for Implementation of Design and Seasonal Plantings
  • Plan for Management of Structures and Plant Maintenance
  • Garden Design Models

Day 4 (Face-to-face) (Lecture):
  • Models for HT Employment
  • Private Contracting/Consulting – Who, What, Why?
  • Tools and Planning for Marketing
  • Informing Potential Clients
  • Contracts and Letters of Agreement
  • Job Descriptions
  • Strategies for Fund Development
  • The Proposal Process
  • The Administrative Perspective

Day 5 (Face-to-face) (Lecture):
  • Working with Advisors and Volunteers
  • Communicating the Impact of Horticultural Therapy
  • Oral Presentations to Solicit Program Support
  • Contributing to the Profession of Horticultural Therapy
  • Future Directions and Innovations
• Tools for Success

Post-Class Recitation (to be completed after class meetings)
• Private Contractor vs. Employee – Written Survey Tool
• Determining fees – Written Worksheet
• Distance Forum on:
  o Resources for Horticultural Therapy Programs
  o Collaboration with People-Plant Initiatives in Your Community
  o In-kind Donations for Program Support
• Theme Gardens for Therapeutic Use – Group Project

Instructional Methodology:
This class meets for five days. Four of the days are lecture, demonstration and discussion. Recitation hours include one additional day of face-to-face instruction, combined with distance instruction both before and after the face-to-face class days. In addition to a distance forum, students are given written and emailed instructions for individual and group learning and assignments. Students are given take-home assignments that are due one to five weeks following the class. Take-home assignments are mailed to the instructor and returned to students with written comments. The instructor is available to meet with students by phone, email, or appointment before or after class meeting dates.

Mode of Delivery: Classroom instruction, with distance recitation forums and assignments

Performance Measures: (600 points total)
• Gather and write a report on information for a specific organization to use for HT program and site development (Due two weeks before class meeting days, 50 points)
• Review organization reports from classmates and comment (On-line forum, 50 points)
• List potential sources in your community for HT program support, including: funding, donations, advice and collaboration. Include contact information. (Due after class, 50 points)
• Create a brochure or web page to define and market your work in HT. (Due after class, 100 points)
• Write a brief description of HT that could be used to solicit program support and present orally in class. (Due in class on Day 5, 50 points)
• Create and draw a design for a specific HT site. Include indoor or outdoor horticulture and work/activity spaces that are appropriate to the site, the population served, the therapeutic uses, and the organization/institution. (Due after class, 100 points)
• Write a plan for implementation, plant selection, use and management of the HT site. (Due after class, 50 points)
• Final Project: Develop a detailed proposal for a horticultural therapy program that includes: program justification, goals, budget, integration with existing services, human resources, detailed program outline, plan for evaluation. (Due after class, 150 points)

Grading:
• A = 92% -100% (of total possible score)
• B = 84% - 91%
• C = 76% - 85%
• D = 70% - 75%

It is our expectation that you will honor the following statement throughout this course: I pledge on my honor that I have not received or given any unauthorized assistance on this academic work.