

## PSY440H5F - Therapeutic Horticulture in Practice

**Delivery Method:** IN-PERSON

**Schedule:** TU 12:00pm to 3:00pm

**Room Location:** MN3160 (Maanjiwe Nendamowinan)

### Contact Information

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**Office hours:** Mondays, 1-2pm. Office hours will be held online. The zoom link is on Quercus.

**Office Location:** Deerfield Hall 4033

### Course Description

Special topics in Abnormal Psychology include various intervention techniques to improve mental health and build resilience. One unique intervention is the use of nature and gardening as a healing tool for both mental and physical health. According to the Canadian Horticultural Therapy Association “*therapeutic horticulture is the purposeful use of plants and plant-related activities to promote health and wellness for an individual or group.*” (<https://www.chta.ca/>). This course is a broad introduction to therapeutic horticulture and the use of interacting with both nature and plants as a form of promoting wellness. As an advanced course, the format is largely experiential with abundant opportunities for student interaction, independent scholarship, and leadership in terms of course activity design. Further, the course covers how scientific research and literature may be used to support evidence-based approaches to clinical intervention. An experiential component of the research process will be to design and participate in measuring the benefits of a nature-based wellness program for undergraduates at the University of Toronto. This course will be held in a classroom as well as in a greenhouse and may include some time outside on campus (weather permitting).

#### ***Acknowledgment of Traditional Land***

*We acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca and, the Mississauga's of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.*

**Exclusion:** PSY440H1/PSYD12H3/PSYD15H3/PSYD16H3

**Prerequisite:** PSY240H5, 1.0 credit from PSY311H5, 319H5, 320H5, 321H5, 325H5, 329H5, 343H5, 333H5, 340H5, 341H5

### Learning Outcomes

By the end of this course, students should be able to;

- Describe contemporary theories of therapeutic horticulture and horticulture therapy and ethical considerations.
- Formulate relevant discussion questions about how research and scholarship underlie therapeutic horticulture as a wellness intervention.
- Discuss the role that cultural values and group membership play in the use of nature-based wellness interventions aimed at improving mental and physical health.

- Research, create, and present material at a 4<sup>th</sup> year university level.
- Communicate clearly and concisely during course discussion and independent presentation.
- Use hypothesis-driven methods of scientific inquiry to develop a nature-based activity to present in class to peers.
- Critically evaluate the application of nature-based activities for undergraduate students through participation and peer review.

## Reading Material

1. Horticulture as Therapy: A Practical Guide to Using Horticulture as a Therapeutic Tool. Mitchell Hewson (Textbook provided on Quercus). Copyright and not for distribution beyond use for this class only.
2. Readings and resources posted on Quercus
3. An independently selected book on culture and nature as therapy (approval by professor). Suggestions include *Braiding Sweetgrass* by Robin Wall Kimmerer, Tantor Media, 2016

## Course Evaluation

Greenhouse Training	5%
Peer Feedback Forms	5%
Class Participation & Discussion	15%
Completing Peer Activities	15%
Research Paper Project	30%
Greenhouse Activity Project	30%
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Total	100%

**Greenhouse Training:** To participate in class activities held in the greenhouse, you must complete the Research Greenhouse Safety Training. It is mandatory to complete this training before entering the greenhouse. The training is provided as a separate Quercus Module. There are short videos to watch on safety and protocol and a quiz that you must pass. You want to complete the training by the due date, otherwise you will not be able to enter the greenhouse and that will impact your ability to complete further class assignments.

**Peer Feedback Forms:** Each person will create a Greenhouse Activity Project that will be held in the greenhouse. As a class we will develop a peer feedback form to evaluate each activity. To earn full marks you need to participate in the design of this peer feedback form in class AND complete the ratings on the form (on Quercus) after each peer activity. Understanding that you may miss a class, you may arrange with the instructor to complete the activities that you missed and then fill out the peer rating forms for each.

**Class Participation & Discussion:** This is a fourth year advanced course. As such, you are expected to participate in class discussion (more than just one comment a class). Complete the reading material before coming to class (see the syllabus for what is due each week) and come prepared to ask questions and provide thoughts about the material. Everyone will have a chance to speak and no one person should monopolize the conversation. Respect for everyone’s contributions and opinions are expected. Zero tolerance for disrespect, bullying or purposeful humiliation in all class participation and activities.

**Completing Peer Activities:**

Each class participant will create a greenhouse or nature-based activity for their ‘Greenhouse Activity Project’ and part of your grade is to complete each peer activity. There are no grade redistributions. Rather, if you miss an activity, you will need to coordinate with the peer in order to lead you through the activity so you can complete it and rate it. If you are unable to coordinate a time with your peer, arrangements will be made for you to recreate the activity or a new activity to make up the work.

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**Research Paper Project:** This paper project is the written component of the Greenhouse Activity Project. *The goal of this activity is to improve your writing skills and critical thinking when writing academic papers.*

Conduct a literature review and write a 4-5 page paper (literature review portion in APA 7<sup>th</sup> edition, including title page and references). Your paper should include the following:

1. Literature review of therapeutic horticulture and research evidence supporting your planned Greenhouse Activity Project. (APA style)
  2. A section on how culture is related to your project citing your selected reading material (e.g., how your project is related to your personal cultural background or Indigenous peoples). (APA style)
  3. Detailed explanation of the steps and supplies needed to complete your Greenhouse Activity Project. Bullet form, single spaced formatting is acceptable.
  4. Budget for your Greenhouse Activity Project (budget according to the number of people in the class). Excel or word document organized into budget template is acceptable.
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**Greenhouse Activity Project:** This is the experiential component of the project you proposed in your research paper project. You will lead the class through your activity on the day that you are selected to present. Your presentation will be rated by the instructor for clarity, applicability, feasibility, knowledge of topic, and thoroughness in guiding your class peers through your activity. Peer feedback forms will be considered by the instructor when assigning the feasibility and applicability of your Greenhouse activity.

**There are no tests or exams in this course. There are also no grade redistributions. If you miss an assignment or participation, you must arrange with the instructor to make up the work.**

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to:

<https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the [help site](#).

## Student Tech Requirements and Connection Tools

- [Recommended tech requirements for online learning](#)
- [UTM Library Learn Anywhere resource website](#)

## IMPORTANT COURSE POLICIES **\*\*PLEASE READ\*\***

### Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### **Supporting Documentation**

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time beyond exam period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the [Office of the Registrar](#) and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the [University of Toronto Mississauga Calendar](#).

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the [AccessAbility Office](#) (2037B Davis Building), 905-828-3847.

### **Privacy and Copyright Disclaimer**

This course will **not** be video recorded. As a reminder, all course materials provided by the instructor belong to the instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not copy or share any course or student materials or videos without the explicit written permission of the instructor.

### **Academic Honesty and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

#### **In papers and assignments:**

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.

3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

#### On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

#### In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

#### Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

#### **Academic Rights**

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.

- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

***Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.***

## Course Outline

<b>Week 1:</b> What in the world is Therapeutic Horticulture?	September 13 <sup>th</sup>	<i>This week:</i> no readings  <i>Prepare for next week:</i> MH Text 1 & 4
<b>Week 2:</b> Horticulture Therapy and Clinical Populations – a brief introduction	September 20 <sup>th</sup>	<i>This week:</i> Textbook MH Text 1 & 4  <i>Prepare for next week:</i> MH Text 2 & 3 Complete (and pass) the research greenhouse online training.
<b>Week 3:</b> Creating a Therapeutic Horticulture Wellness Program for Undergraduate Students. What would that entail? <b>* Complete the Research Greenhouse Online Training on Quercus before class</b>	September 27 <sup>th</sup>	<i>This week:</i> Textbook MH Text 2 & 3  <i>Prepare for next week:</i> Readings posted on Quercus
<b>Week 4:</b> What works? Learning how to use research to test if our wellness program is working.	October 4 <sup>st</sup>	<i>This week:</i> Readings posted on Quercus  <i>Prepare for Oct 18th:</i> MH Text 8, 9 13
<b>Reading week, no class</b>	October 11 <sup>th</sup>	<b>No class</b>
<b>Week 5:</b> The ‘horticulture’ in therapeutic horticulture – learning about plants and plant care	October 18 <sup>th</sup>	<i>This week:</i> MH Text 8, 9 13 <i>Prepare for next week:</i> MH 7 & 10
<b>Week 6:</b> Special considerations in therapeutic wellness programming	October 25 <sup>th</sup>	<i>This week:</i> MH 7 & 10 <i>Prepare for next week:</i> Outline of preliminary presentation ideas. Bullet point word document is fine. Upload the outline on Quercus before coming to class on October 29th
<b>Week 7:</b> Proposing your own wellness project: Designing a research-based therapeutic horticulture activity.	October 29 <sup>th</sup>	<i>This week:</i> Informal presentation and discussion of your presentation ideas. <i>Prepare for next week:</i> Creating Peer Feedback forms. Readings posted on Quercus.
<b>Week 8:</b> Opportunity for Peer Feedback: Evaluating therapeutic horticulture wellness activities for undergraduate students.	November 1 <sup>st</sup>	<i>This week:</i> Creating the Peer Feedback form <i>Prepare for next week:</i> Readings posted on Quercus. Prepare for the first presentations
<b>Week 9:</b> Let’s try it out! The first group of students will present and lead the rest of the group through their activity. <b>*REMEMBER</b> complete the peer feedback form on Quercus for each presentation before coming to class next week	November 8 <sup>th</sup>	<i>This week:</i> Student presentations <i>Prepare for next week:</i> Readings posted on Quercus. Prepare for presentations

<p><b>Week 10</b> Let's try it out! The next group of students will present and lead the rest of the group through their activity. *REMEMBER complete the peer feedback form on Quercus for each presentation before coming to class next week</p>	November 15 <sup>th</sup>	<p><i>This week:</i> Student presentations <i>Prepare for next week:</i> Readings posted on Quercus. Prepare for presentations</p>
<p><b>Week 11:</b> Let's try it out! The next group of students will present and lead the rest of the group through their activity. *REMEMBER complete the peer feedback form on Quercus for each presentation before coming to class next week</p>	November 22 <sup>nd</sup>	<p><i>This week:</i> Student presentations <i>Prepare for next week:</i> Readings posted on Quercus. Prepare for presentations</p>
<p><b>Week 12:</b> Let's try it out! The next group of students will present and lead the rest of the group through their activity. *REMEMBER complete the peer feedback form on Quercus for each presentation before coming to class next week</p>	November 29 <sup>th</sup>	<p><i>This week:</i> Student presentations <i>Prepare for next week:</i> Readings posted on Quercus. Prepare your final written project that incorporates peer feedback</p>
<p><b>Week 13:</b> Let's try it out! The next group of students will present and lead the rest of the group through their activity. *REMEMBER complete the peer feedback forms on Quercus today.</p>	December 6 <sup>th</sup>	<p><i>This week:</i> Student presentations</p> <p><b><i>Turn in your final written project that incorporates peer feedback by Friday December 9<sup>th</sup> at 5pm, eastern standard time on Quercus</i></b></p>

**\*\*Note: THERE IS NO FINAL EXAM IN THIS COURSE**