



Garden Therapy - Social Horticultural Therapy
Melson 218 MW 930-1045AM
Psychology Department
University of West Georgia

Instructor: Dr. Richard E. La Fleur
Office: Melson Hall - #118 (By appointment only)
Class Times: MW 930-1045AM Melson #218
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Introduction

Garden Therapy is formally known as Horticultural Therapy or Social and Horticultural Therapy is the engagement of a person or persons in gardening or plant-based activities to achieve specific treatment goals. Plants are visually stimulating and illicit feelings of peace, positive emotions towards meaningful life. This course will explore healing spaces and the effect it has on our lives.

Course Objectives:

1. Introduce students to the therapy of Social and Horticultural Therapy
2. Learn and increase the skill of self-management
3. Learn the value of healing gardens

Course Outcomes:

1. Students will be able to critically reflect on the experience of Social and Horticultural Therapy
2. Design and build healing garden space
3. Students will use evidence based support to design healing spaces

Expectation evaluation and grading policy

This course is designed to be a hybrid and a combination of theory and praxis. By this I mean, we will be evaluating the theoretical aspect of Social and Horticultural Therapy as well as *getting our hands dirty and play in the dirt!* Additionally, you are required to complete the assigned readings, discussions, visit three (3) garden spaces such as, The Botanical Gardens, Callaway, or any special garden/healing space and create your own personal garden (healing) space (labeled practicum on the syllabus). The grading policy is outlined below.

Required Readings

Barrett, M., 1992. Creating Eden, The garden as a healing space. Harper.
<https://web.archive.org/web/20130908221648/http://www.ahta.org/sites/default/files/DefinitionsandPositions.pdf>



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Grades

<u>Activity</u>	<u>Description</u>	<u>Points</u>
Discussions	7 Discussions (20 points each)	140
Healing Space Visit	50 points for each visit (3)	150
Final Paper	Personal Reflection Paper 5-10 pages	100
Total points possible		390

Grading Scale

Course grade is determined entirely by the total points a student earns:

90-100% - A

80-89% - B

70-79% - C

60-69% - D

Below 60% - F

Policies

Communication & Engagement:

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: "Your Name" and "-Intro to Psych - Section #"

Body of email: (Dear/Hello) Professor/Dr. La Fleur

"The reason for your email" - Well constructed and professionally written!

"End with Thank you or an appropriate ending".

If this format is not followed, this can/will affect your final grade!



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Academic Integrity:

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question.

Accommodations:

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

Equal Opportunity Statement:

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement:

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

UWG Copyright Statement:

[See statement](#)

Support:

If you need technical assistance, please see [ITS](#). For UWG ONLINE please seek help at the following link <http://uwgonline.westga.edu/students.php> If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#).

Plagiarism:

[See UWG policy](#)



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Student Rights and Responsibilities:

[See UWG policy](#)

Work Due Policy:

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

Network Usage Policy:

[See policy](#)

Important Dates:

<https://www.westga.edu/uwgonline/important-dates.php>

Important Information:

Please carefully review the following link:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.

Technology:

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to 'stay connected' to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.



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Stress and Well-Being:

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor’s discretion.



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Proposed Course Outline

Week 1: January 5 - Course Overview and Introductions – **Face-to-face**

Week 2: January 14 - American Horticultural Therapy Association (Reading: Definitions) & Discussion 1 – **Face-to-face**

Week 3: January 21 - Chapters 1 & 2 (Mind Gardens and Clearing) – **Face-to-face**

Week 4: January 28 – Chapters 3 & 4 Online

Week 5: February 4 – Healing Space (Garden) visit Research & Discussion 2

Week 6: February 11 - Chapters 5 & 6 – **Face to-face**

Week 7: February 18 – Research for Visit to Healing Spaces (Gardens) & Discussion 3 - Online

Week 8: February 25 - Chapters 7 & 8 – **Face-to-face**

Week 9: March 4 – Chapters 9 & 10 – **Face-to-face**

Week 10: March 11 – Visit Healing Space (Garden) #1 & Discussion 4 - Online

Week 11: March 18 – SPRING BREAK

Week 12: March 25 – **Face-to-Face** lecture

Week 13: April 1 – Visit Healing Space (Garden) #2 & Discussion 5 - Online

Week 14: April 8 - Visit Healing Space (Garden) #2 & Discussion 5 - Online

Week 15: April 15 – Practicum Work #1 & Discussion 6 - Online

Week 16: April 22 – Practicum Work #2 & Discussion 7 - Online

Week 17: April 29 - Final Paper/Practicum Summary