

University of West Georgia
PSYC 4085-E02
Garden Therapy - Social Horticultural Therapy
ONLINE – Spring 2020
Psychology Department
University of West Georgia

Instructor: Dr. Richard E. La Fleur
Office: Melson Hall - 209 (By appointment only)
Class Times: ONLINE
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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.
[Online Article](#) – Please read this

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Grades

Discussions	6 discussion Boards (BD)	60 (30%)
Healing Space Visit	50 points for each visit (4)	200 (30%)
Personal Space	Create a healing space	100 (20%)
Final Paper	Reflection Paper (5-8pgs)	100 (20%)
Total Points (460)		

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

Discussion Boards: Discussion Boards (DB) are used throughout the semester as a way to create collaboration and inspire independent thinking regarding the topics being studied. The DB space will be populated with topics from the readings and or articles posted in Course Den. You are expected to respond to the topics with analytical thinking and display intelligent construction thoughts in your response. Part of your grade also depends on your response/comment to your classmates. For this course, you are to respond to 3 of your classmates and follow the same protocol set above. DBs will be graded using the following rubric:

a. Sentence structure	3 points
b. Analytical thought(s)	2 points
c. Theoretical grounding	2 points
d. Response to classmates	3 points
TOTAL	10 points

Healing Space Visit

Healing spaces are vital to the healing process. Healing is a holistic, transformative process of repair, recovery and rejuvenation in the mind, body, and spirit which can result in a positive change, as well as discover meaning, and movement towards self-realization of being made whole, regardless of the presence or absence of disease. This definition allows for the possibility of healing even when cure is not possible. While “cured” is a definitive end state, “healing” is a journey with many possible routes; the role of this literature review is to identify the possible spatial influencers of healing as a process and experience. One component of this course is to find and visit 4 healing or garden spaces and create a vlog regarding your visit. Your vlogs are to be 2-5 minutes long and uploaded to a platform such as YouTube or Vimeo. Please do not post the recorded file to Course Den or email it to me. You are to post the link to your video so it can be shared with your classmates. Here is the rubric for your healing space vlog:

Video content/length	25 points
Reflection summary	15 points
Response to classmates (3 minimum) -	10 points

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Total 50 Points

Personal Healing Space

As part of this course, you are required to design and create your own healing space and document your progress as you go along. As we explore this topic, it is important and actively engage with the material and to have a deeper and more meaningful experience about the process. Your garden space can be anything from a simple plant in your room, a rock garden, a few plants in your kitchen or balcony to an outside space where you can ‘dig in the dirt’ again. The choice is yours!

Final Paper

Your final paper is the culmination of the thoughts, ideas and experience of taking this course, as well as documentation of your Personal Healing Space. This will be in the form of pictures documenting your process as well as the final product. Within your paper, you are required to write about the experience of visiting garden or healing spaces, how they impacted your life and how your personal healing space matters to you. For this paper (5-8 pages), you are expected to follow the basic APA writing format (Times Roman, 12-point font, 1 inch margins) in order to be considered for final grading.

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 “4884-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!

One of the goals of this course is to get you ready for life ‘post grad’ and the way we communicate is an important of your transition. I urge you to be mindful of your email messages. I will not accept poor grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the ‘real world’.

Missed Assignments: If you miss an assignment, and prior arrangements have not been made, you may receive a grade of F on that particular assignment or paper and this may affect your final grade in the class. If you miss an assignment due to an emergency, please contact the Psychology office at [\(678\) 839-6510](tel:6788396510) or go to Melson Room 123 as soon as possible to complete the: “**Missed Final Exam: Verification of Emergency**” form. This form will need to be approved by the chair for an incomplete grade which

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may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Rounding up: As a general rule, I do not ‘round up’ grades. Please be certain that you will receive the grade you earned based on the percentage of points that you garner during the semester. So, for example, if you obtain 82.9% of the available points, then you will have earned a B. I understand that this may be counter to the prevailing *zeitgeist*, but with the prevalence of grade inflation and with the hope that you will want to put forth just that little bit more effort knowing the rules in advance, this is grading philosophy I believe in. Naturally, I reserve the right to raise students’ grades if they *consistently* demonstrate their commitment to the course by *volunteering* thoughtful comments or questions in class. However, I will not “round up” grades as a routine procedure.

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. Click [here](#) for more information.

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](#) or [UWG ONLINE](#). 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](#) or [click here for more information](#).

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

[Click here for information.](#)

Important Information

Please click [here](#) for 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.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to

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the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:
You may also visit our [website](#) for help with USG [Guidance](#):

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.

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Proposed Course Outline

Week 1: January 4 - Course Overview and Introduction

Week 2: January 13 - American Horticultural Therapy Association (Reading: Definitions)

Week 3: January 20 - Chapter 1 (Mind Gardens)/Discussion Board 1

Week 4: January 27 – Chapter 2 (Clearing)

Week 5: February 3 – Healing Space 1

Week 6: February 10 – Chapter 3 (Digging)/Discussion Board 2

Week 7: February 17 – Healing Space 2

Week 8: February 24 – Chapter 4 (Planting)

Week 9: March 2 – Chapter 5 (Growing)/Discussion Board 3

Week 10: March 9 – Healing Space 3

Week 11: March 16 – SPRING BREAK

Week 12: March 23 – Chapter 6 (Tending)/Discussion Board 4

Week 13: March 30 – Healing Space 4

Week 14: April 6 – Chapter 7 (Conserving)/Discussion Board 5

Week 15: April 13 – Chapter 8 (Reflecting on Catastrophe and Loss/Garden Space Design)

Week 16: April 20 – Chapter 9 (Harvesting)/Garden Space Development/ Discussion Board 6

Week 17: April 27 - Final Paper/Practicum Summary