Horticultural Therapy Programming Pre-class Assignments

Please read the following prior to the face-to-face meeting of this class. The books are published by the Haworth Press, Binghamton, NY, and may be obtained from www.taylorandfrancis.com (search for “horticultural therapy”), Colorado State University bookstore, or www.amazon.com. The Journal of Therapeutic Horticulture is available from www.ahta.org. Note that you will need to purchase the journal issues in which the selected articles appear. Please allow time to obtain these prior to class.

Simson and Straus, Horticulture as Therapy: Principles and Practice. 1998

Chapter 3: Vocational, Social and Therapeutic Programs in Horticulture – entire chapter
Chapter 4: Stroke, Spinal Cord, and Physical Disabilities & HT Practice – pages 80-100
  • Horticultural Therapy Treatment, Case Studies
Chapter 5: Traumatic Brain Injury & HT Practice – pages 111-124
  • Identification of Treatment Issues
  • Adaptation of Activities, Precautions
  • Observation/Documentation and Clues
Chapter 6: Developmental Disabilities & HT Practice – pages 132-141, 141-152
  • Significance of Horticultural Therapy Programming
  • Horticultural Therapy and Treatment
Chapter 7: Mental Illness & HT Practice – pages 183-192
  • Horticultural Therapy and Treatment
  • Observation, Documentation and Client Feedback
Chapter 8: Children and Youth & HT Practice – pages 209-220
  • Assessment and Treatment of Children with Developmental Disturbances
  • Principles of Psychotherapeutic Intervention
  • Identification of Treatment Issues Appropriate for Horticultural Therapy
  • Goals Relating to Horticultural Therapy
Chapter 9: Older Persons & HT Practice – pages 240-252
  • Horticultural Therapy and Treatment
  • Observation, Documentation and Client Feedback
Chapter 17: Documentation, Program Evaluation, and Assessment – entire chapter


Chapters 2, 3 and 5 – entire chapters

➢ Use the following questions to guide your reading and prepare for discussion and exercises.
  1. How is HT practiced in the three main types of programs described in Chapter 3 - in what settings and with what goals?
  2. How is treatment planning carried out for individuals and groups in various settings and with various populations?
  3. What goals and activities are appropriate for particular populations?
  4. What methods and documents are used to record the therapeutic process and to indicate progress on goals?
Journal of Therapeutic Horticulture

Read two articles from the following list, with these questions in mind.

1. Identify the treatment model, setting and whom the program serves.
2. What need(s) does this program address for this population?
3. What makes a session effective in this program?
4. Is the type of documentation used effective? Why or why not?
5. How does this program define success for the participants?


A model of an inpatient hospital program for individuals who have sustained a severe brain injury is described in this article. The primary goals addressed in this program are: reduction of agitation levels and aggressive behaviors, increase in self-initiation of meaningful activities, facilitation of multidisciplinary rehabilitation therapies in a natural setting, and development of prevocational and vocational skills. How these common goals are addressed through the horticultural therapy program is discussed, as is the overall program structure and outcomes.


The impact of gardening activities on the self-efficacy of homeless women is described in this 12-week study. While the participant number was small and the programming was conducted by Master Gardeners, the authors conclude that based on this experience, “horticultural therapy programs directed by a horticultural therapist and including individual treatment plans and their documentation can play an important role in helping homeless families.” Benefits such as meaningful leisure activities to encourage self-esteem, self-efficacy, and self-sufficiency can support participant efforts to end the cycle of homelessness and poverty.


A summary of the development of a vocational horticulture program as an additional component to the HT program at an in-patient psychiatric hospital is described. Details such as funding, program rationale, patient goals, documentation, and program benefits are included.


An in-patient horticultural therapy program is described in detail in this article. The program uses the relaxed setting of a greenhouse and horticultural therapy practice to facilitate emotional recovery and personal insights for individuals with eating disorders. Documentation, specific projects, and the role of HT in overall treatment are explored.


A community based therapeutic horticulture program is described along with a discussion of the healing gardens at this organization. The structure and quality of life focus of the therapeutic horticulture program is discussed.