



Finding Voice Through Plants:

Success and Opportunities in Therapeutic
Horticulture Programs at UT Gardens

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Who am I?





Who inspires me?



lication.

How often I think of you, David, and wonder what your life will be. You have the potential to do much to help this world because you are sensitive to peoples' feelings and have empathy. So many people are too self-centered to even know that other people exist.

How did plants benefit my life?



Why do I share my love of gardening?















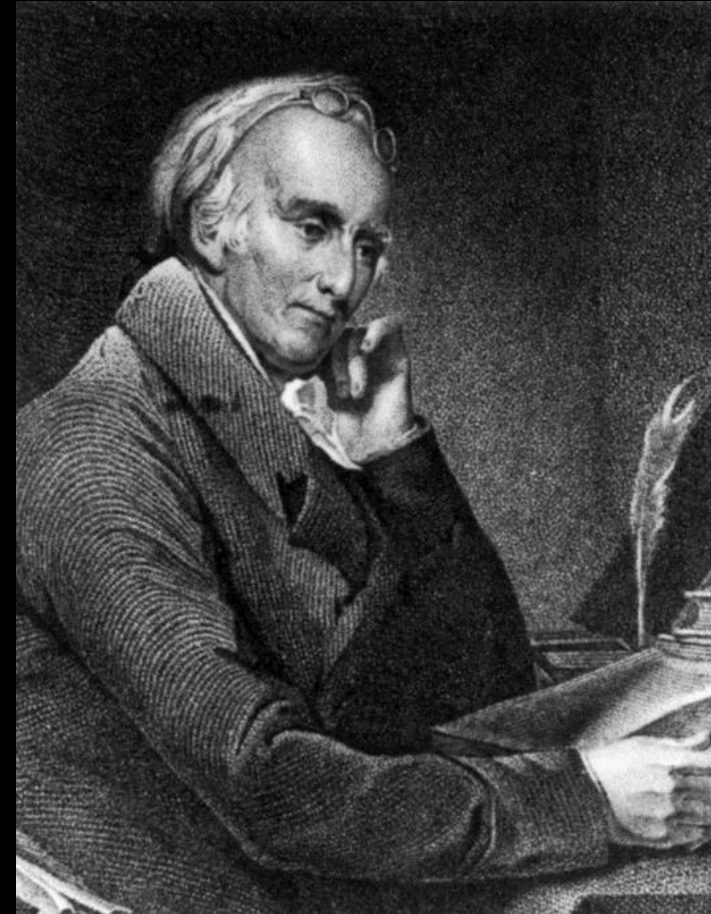


What is horticulture therapy and finding voice?



United States, 1812: Benjamin Rush

- Institute of Medicine and Clinical Practice at the University of Pennsylvania
- Documented how physical work including “digging in a garden” would help patients recover from manic episodes (Rush, 1812 p. 226)



Early Documentation cont.

- Philadelphia, 1813
 - Friends Hospital
 - America's first private psychiatric hospital
 - 1879 – built first greenhouse therapeutic use (Friends Hospital, 2014)
- 1800's
 - Children's Aid Society documented the positive impact of growing flowers had on disadvantaged youth in NY (Campbell, Knox & Byrnes, 1897, p. 307)

Advancement

- World War I & II
 - Returning soldiers took part in horticulture activities as diversions to their injuries
- 1940's
 - Garden clubs brought horticultural activities to VA Hospitals
 - Led to more organized plant-based activities for veterans (American Horticultural Therapy Association, 2012)
 - Programs documented reduced hospital stays (Simpson & Straus, 2003)

A Horticultural Therapist:

- Has a minimum of a bachelor's degree in horticultural therapy, or a bachelor's degree with additional coursework in plant science, human science, and horticultural therapy.
- Has completed a 480-hour internship in horticultural therapy.
- Is professionally registered as a horticultural therapist with the AHTA as an HTR, Horticultural Therapist-Registered.



Almost there...

TH vs. HT

- **Therapeutic Horticulture**

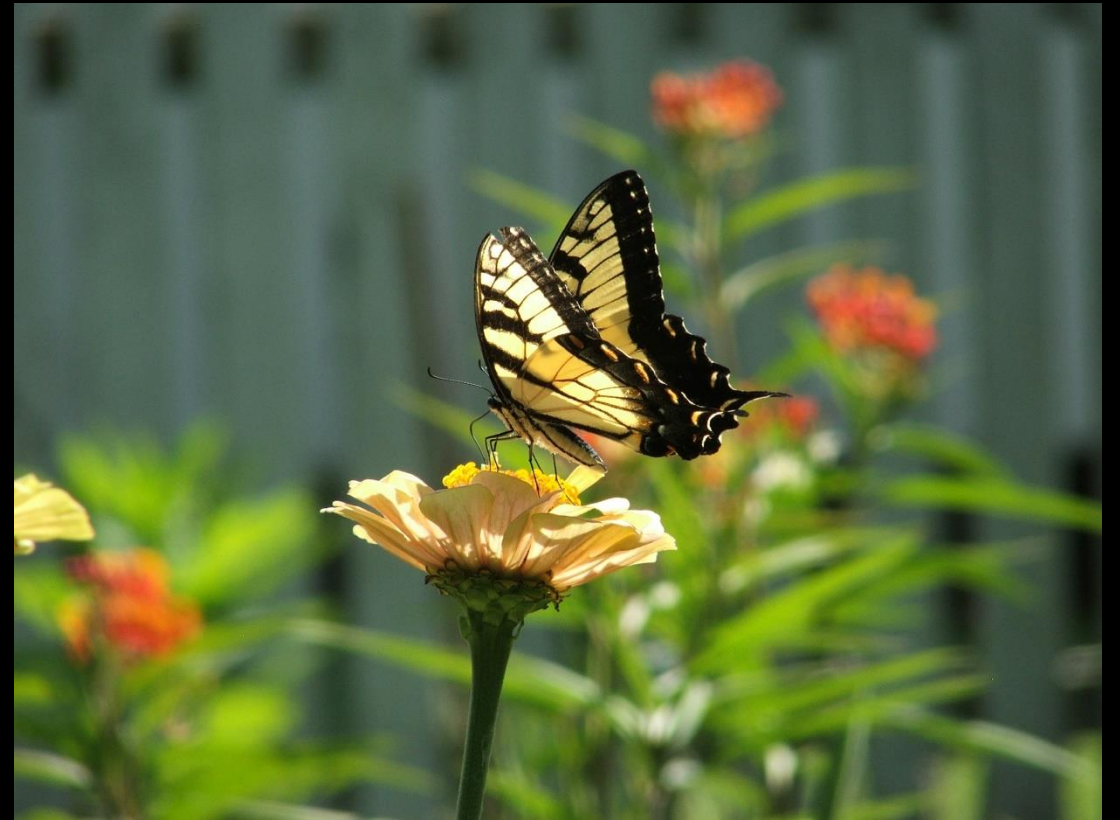
“ a process that uses plants and plant-related activities through which participants strive to improve their well-being through active or passive involvement. In a therapeutic horticulture program, goals are not clinically defined and documented but the leader will have training in the use of horticulture as a medium for human well-being.”

- **Horticultural Therapy**

“ the engagement of a client in horticultural activities facilitated by a trained therapist to achieve specific and documented treatment goals. AHTA believes that horticultural therapy is an active process which occurs in the context of an established treatment plan where the process itself is considered the therapeutic activity rather than the end product.”

Therapeutic Horticulture (TH)

- There is a laundry list of benefits from gardening, being in nature and interaction with plants.
- Decreased cortisol, attention restoration, physical activity, increased self-efficacy, increased empathy, increased perceptions of success...



What sets HT activities apart?

- Program planning
- Measurable goals and objectives
- Activity analysis
- Matching individual and group client goals to appropriate activities
- Documentation
- HTRs



Writing Goals

- Have no more than one or two goals for an activity
- It is best to have 2-3 objectives for each goal
- Goals can be individual or group focused

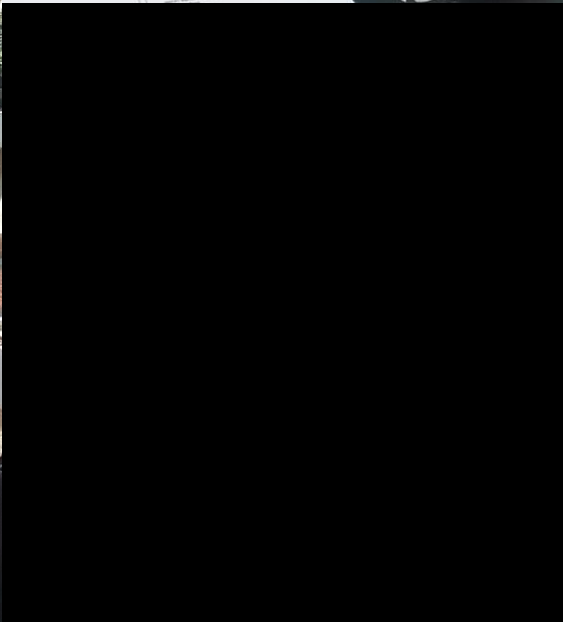
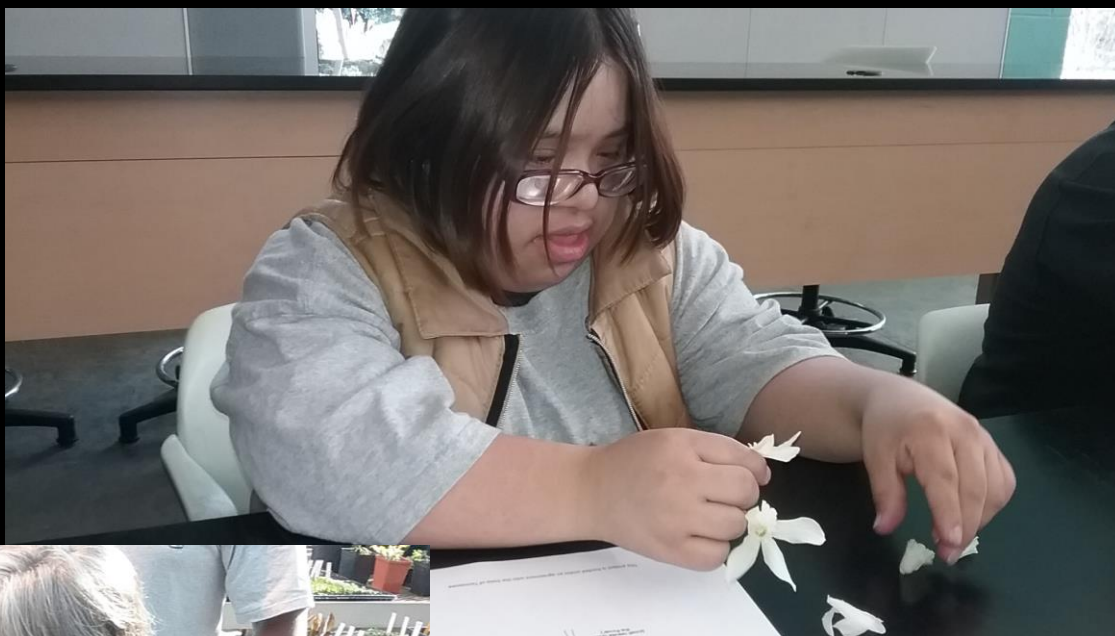


Writing Objectives

- Objectives should answer the following:
- Who?
- Will do what?
- To what extent?
- By when?







Three Groups that partnered with UT Gardens

- SMART Institute for 'DIG IT!' afterschool horticulture and creative arts
- AEMHS CDC-A class
- Alzheimer's Association of TN/Howard's Circle of Friends





DIG IT!







DIG-IT! 2016-2017 Program Outline

September: People & Nature

1. People, Plants & Art (Sept. 8) Pre-survey, Observation & Imagination
2. People & Collections (Sept. 15) Collect/Curate/Collage (interview family member)
3. Family & Gardens (Sept. 22) Observation/Gesture
4. Naming Names (Sept. 29) Composition/outline/shape

October: Identity

5. Habit, Character & Plant Parts (Oct. 6) composition
6. Gesture of Species (Oct. 13) gesture
7. Families & Species: Plant ID (Oct. 20) rubbings
8. Leaves, Lines & Labels (Oct. 27) line drawing/diagrams

November: Life Cycles

9. Reproduction & Seed Collection (Nov. 3) contour line
10. Loss & Recycling: Autumn Leaves, Spent Annuals & Compost (Nov. 10) tissue transfer
11. Patience: Bulbs & Asexual Reproduction (Nov. 17) 2D, 3D, value, form
12. Dreaming of Spring (Dec. 1) sketching, perspective

February: Survival

13. Nurturing Nature: Seedlings in the Greenhouse (Feb.) line drawing, imagination
14. Clones: Propagation (Feb.) illustration/instruction
15. Color: Gardening for Interest (Feb.) color
16. Texture: Conifers & Mark Making (Feb.) mark making

March: Sustainability

17. Preparing for Spring: What is the purpose of your garden? (Mar.) pastels
18. Cool Season in the Kitchen Garden: Return of Photosynthesis (Mar.)
19. Blooming Bulbs (Mar.) dissection, printmaking

April: Interdependence

20. Flowers & Reproduction (Apr.) pastel illustration
21. Flower Portraits (Apr.) watercolor illustration
22. Pollinators (Apr.) colored pencil illustration
23. Warm Season in the Kitchen Garden (Apr.) printmaking

May: Interdependence

24. Butterflies, Annuals & Perennials (May) students' choice

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December: Life Cycles

13. **Leaf Morphology, Classification & Mandalas** (Dec. 1) Contour Line, Intro to color/watercolor; subject matter in art
14. **Leaf Morphology, Classification & Mandalas** (Dec. 8) Contour Line, Intro to pastels, blending
15. **Evergreens & Deciduous Plants, Topiaria, Pearl Fryar Topiary Garden** (Dec. 15) Drawing from imagination & observation, 2D & 3D rendering in pencil & pastel; context & meaning

January: Preparation/Dormancy

16. **Winter Blooming Plants and Reproduction** (Jan. 12) Intro to color theory, colored pencils, violas & notecards
17. **Sketching the Bones of the Garden: Deciduous Trees and Form** (Jan. 19) charcoal, gesture/sketching for inclusion identifying details
18. **Evergreen Plant Families: ~~Dec, Conifers, Junipers, Arborescens~~** (Jan. 26) Intro to pencil drawing-MLE,3B, addition and reduction, and scientific details in illustration

February: Survival

19. **Nurturing Nature: Seedlings in the Greenhouse** (Feb. 2) line drawing, imagination
20. **Cleome: Plant Propagation** (Feb. 9) illustration/instruction of educational diagrams
21. **Color & Gardening for Winter Interest** (Feb. 16) color theory, acrylic paint mixing
22. **Texture: Conifers & Mark Making** (Feb. 23) mark making, pastels, pastel techniques, Impressionists-DeGos, ~~Cassat~~ & Monet

March: Sustainability

23. **Preparing for Spring: What is the purpose of your garden?** (Mar. 2) pastels, planning your garden for the months ahead, design principles, color, texture, form, pattern, repetition...etc.

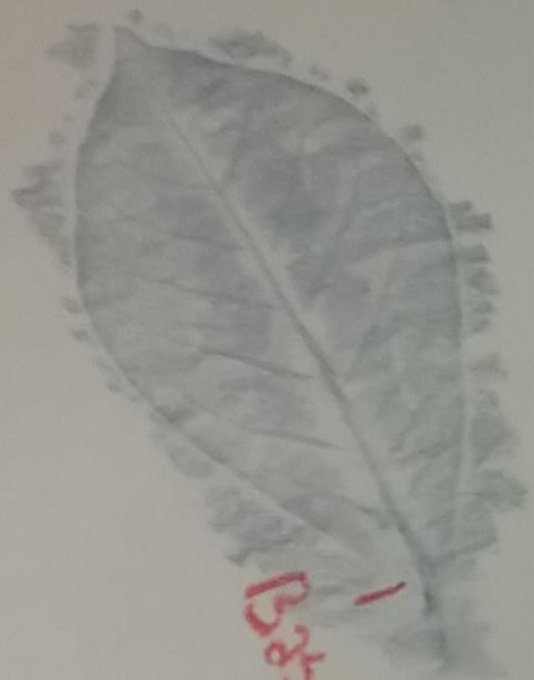
24. **Cool Season in the Kitchen Garden: Return of Photosynthesis** (Mar. 9) "anths-types" making photographs using plant matter and solar energy
25. **Blooming Bulbs** (Mar. 30) dissection, printmaking

April: Interdependence

26. **Flowers & Reproduction** (Apr. 6) pastel illustration, Floral Structures, Pollination & Fertilization, planting ~~perennials~~
27. **Flower Portraits** (Apr. 13) watercolor illustration, Flemish & Dutch Masters, still life in the garden
28. **Pollinators** (Apr. 20) colored pencil illustration, micro vs. macro, insects, birds & mammals in the garden, life drawing, planting annuals
29. **Warm Season in the Kitchen Garden** (Apr. 27) printmaking, planting veggies

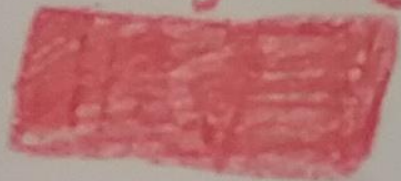
May: Interdependence

30. **Butterflies, Annuals & Perennials** (May 4) students' choice, workday in the outdoor classroom
31. **Trial Gardens & Mass Plantings** (May 11) Landscape painting, acrylic paint techniques
32. **Water in the Garden: Aquatic Plants & Animals in the Rain Gardens** (May 18) Landscape sketching with watercolors, Andrew Wyeth style

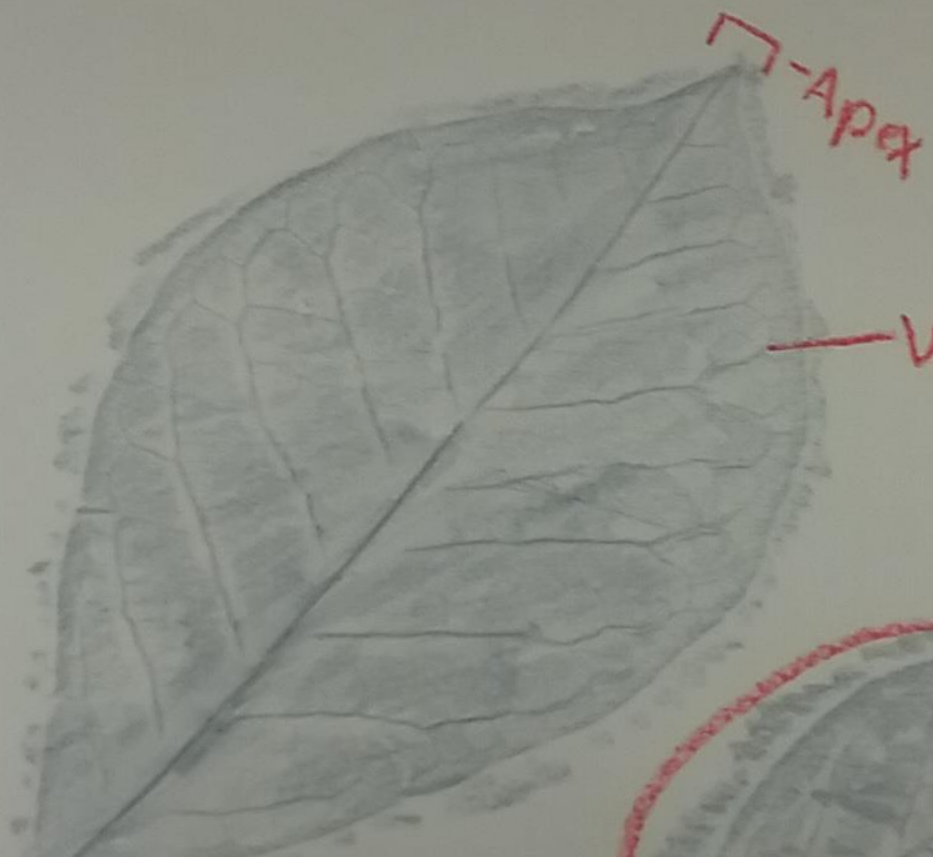


Base

Magnolia

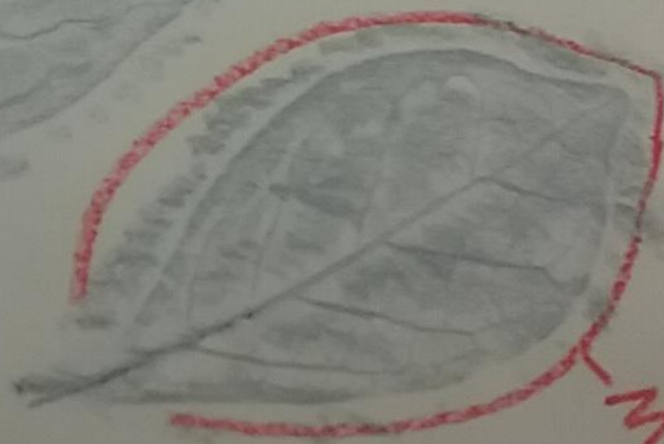


Stem



Apex

Veins



Margin

Sassafras



Cornelian
Cherry
CORNUS
KNOX



COSMOS bipinnatus
XANTHOS



SUFFRUTICOSA
AMERICAN Boxwood
BUXUS sempervirens

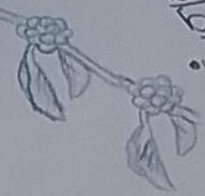
Heavy Hulse
Tree

CERCIS canadensis



Pink flowered
Eastern herringbone

Native American
Beauty
berry

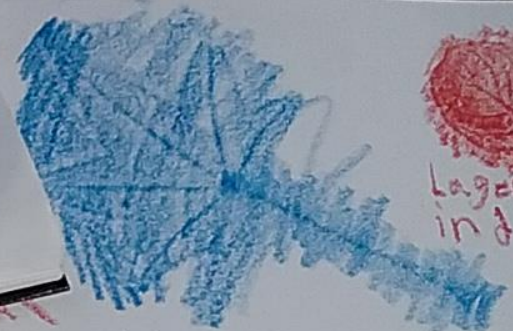


used for
medicine



White
Pine

used for
material and
medicine



Liquidambar styraciflua



Lagerstroemia
indica



Cornus mas



Acer palmatum



Osmanthus
Butterfly

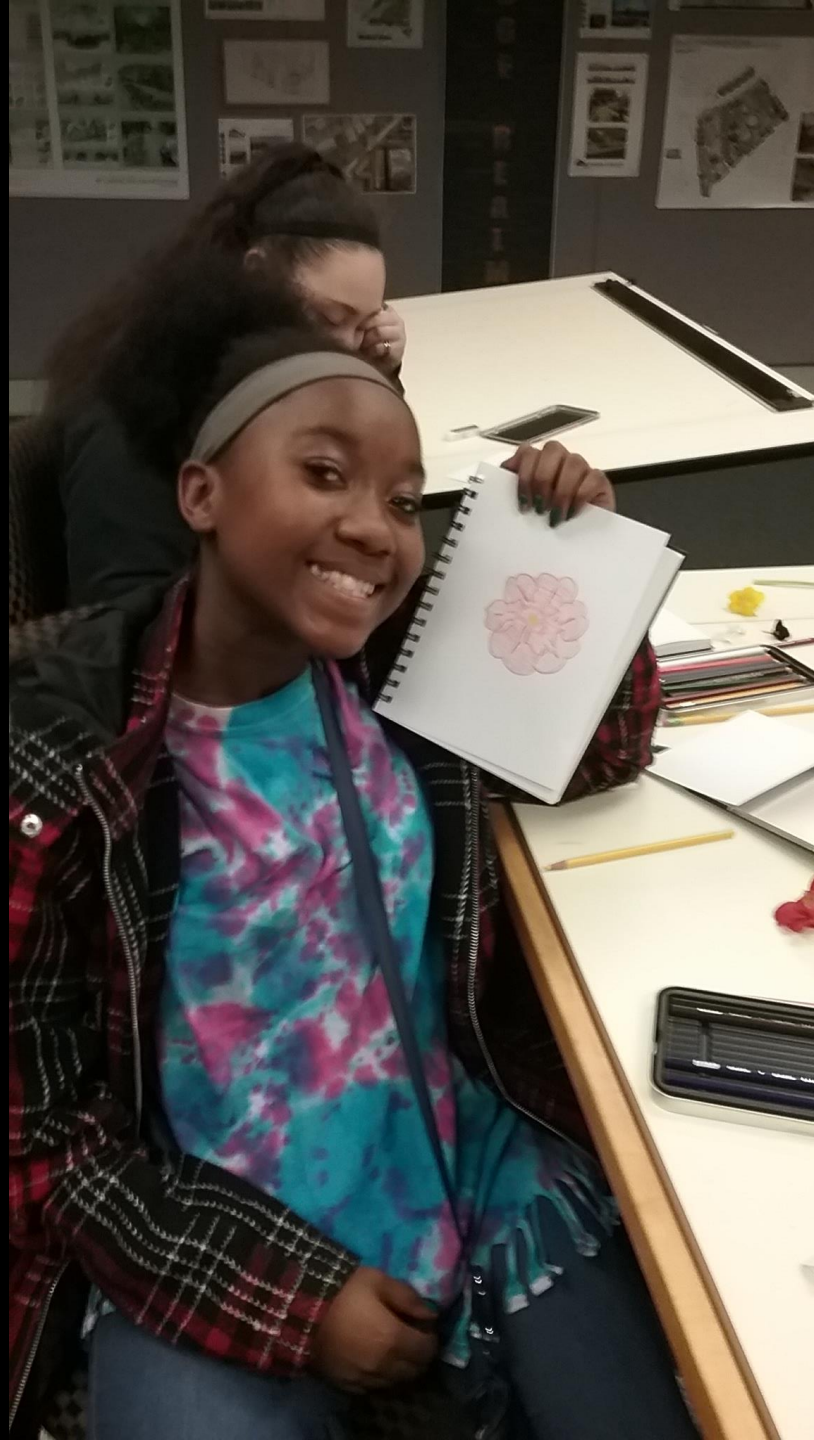


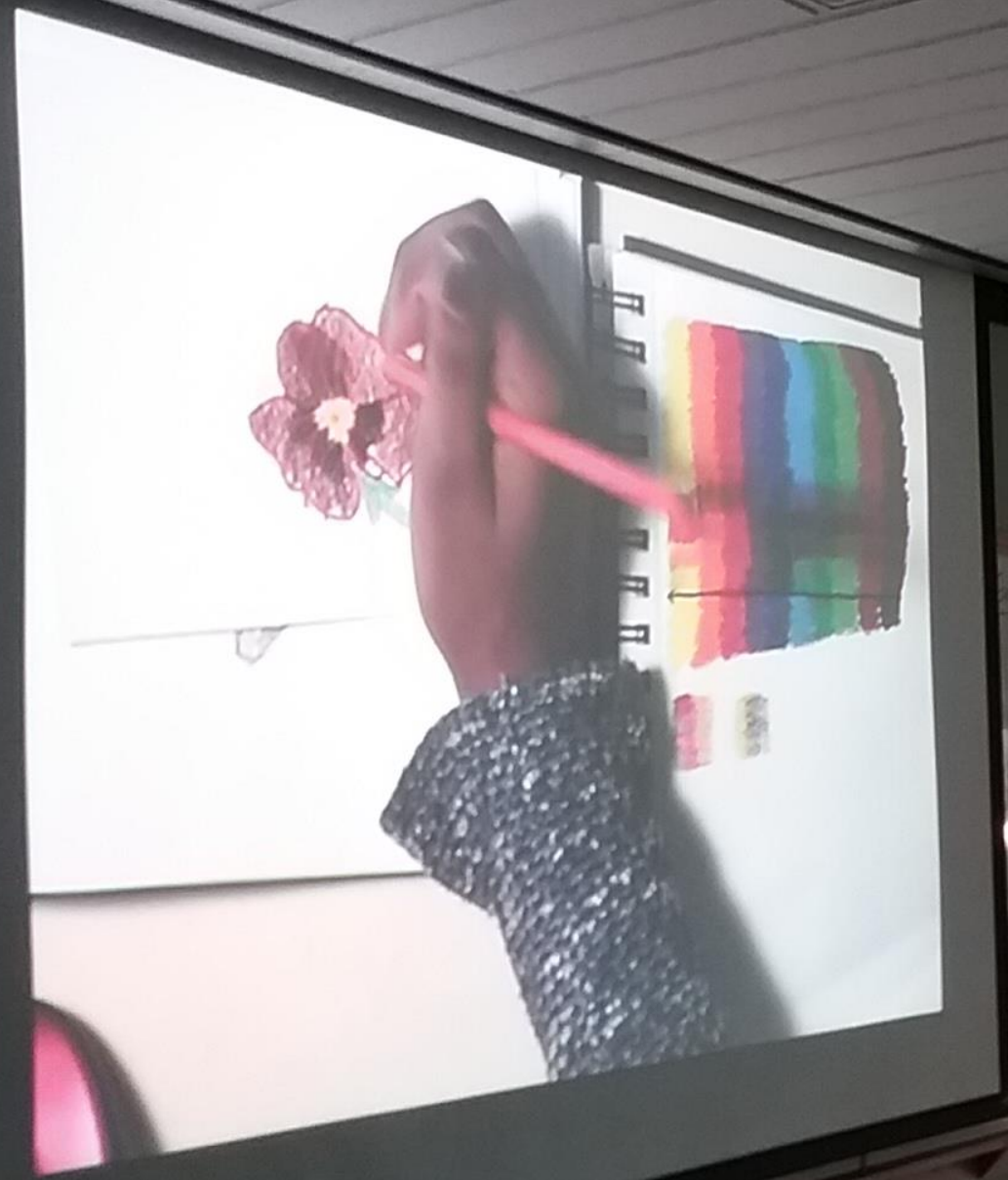


COLOR



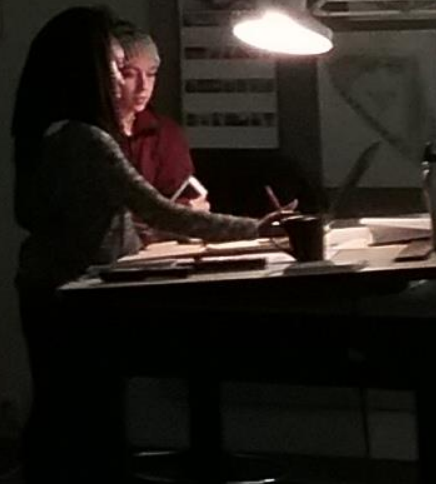






TRAVEL

Handwritten notes on a whiteboard, including the word "TRAVEL" and various illegible scribbles and lines.



Organization Name: DKG IT! SMART Institute (Vine Middle)

Population: Urban, At-risk Youth

Program Time: 3:45-5:45

Prep Time: 2:00-3:00 (Prog. Plan, Handouts) 3:00-3:45 (Materials, Plant Prep, Snack set-up)

Date: February 16, 2016

Cost per participant:

Number of participants:

Activity: Observing Deciduous & Evergreen Tree Forms using gesture and blind-contour drawing techniques

Goals:

1. To exercise coping skills through rapid, timed gesture drawing exercises while observing trees in the garden
2. To exercise self-trust and focus through timed, blind contour drawing exercises while observing trees in the garden

Objectives:

1. By the end of session participants will discuss terms related to today's program through imagination, then research: **deciduous tree, evergreen tree, tree forms, gesture drawing, blind contour drawing, stress, coping, trust, confusion, frustration, focus, observation, hand eye coordination** (behaviors- participating in group discussion and debate, taking turns, focused attention)
2. By the end of session participants will participate in warm-up gesture drawing sketches observing and sketching a potted tree in the classroom
3. By the end of session participants will explore the garden and participate in group gesture drawing activity completing each step of the rapid fire gesture process (completing tasks, focused attention)
4. By the end of session participants will explore the garden and participate in group blind contour activity completing each step of the rapid fire gesture process (completing tasks, focused attention)
5. By the end of session participants will observe and sketch at least one deciduous tree and one evergreen at least seven times over for each (completing multiple tasks, sharing materials, focused attention)
6. By the end of session participants will be physically active in the garden for at least 30 minutes walking and sketching

Materials:

- Marker board and markers
- Laptop
- Conte Crayons
- charcoal
- sketchbooks
- butcher paper

- scissors
- two potted trees, one deciduous, one evergreen
- terms written on paper cut outs for drawing
- Newsprint Pads 24x36"
- Trees in UT Gardens collection

Specific Horticulture information for activity:

During the winter months, plant identification becomes slightly more challenging for people trying to ID deciduous plants. Many people initially learn to identify deciduous plants by the leaves. Alternative identifier to leaves when observing deciduous plants can be bark, buds, form, habit and location. Form and habit refer to the overall general shape of a plant and how it changes as it grows over time.

Deciduous plants lose their leaves every year. Evergreen plants are those that 'stay green' or keep some color pigments in their leaves, needles, scales or awls over the winter.

Population Specific Information and Precautions:

*Only necessary for first time a specific organization attends a program at the UT Gardens. Staff can refer back to first lesson plan for this information.

Specific medical issue and information: 'at-risk' youth

Impact of disease: chronic stress, lack of attention, outbursts, aggressive behavior, depression, negatively seeking attention, attachment issues, lack of confidence/self-esteem, low academic performance, disruptive behaviors, dropout,

Horticultural therapy interventions: Engaging with plants through exploration, collection, observation, touch, drawing; observing plant forms, bark, branches, and needles in garden; engaging in individual and group creative process; experiencing stress through

Precautions: n/a

Other Resources:

*Research on programs that work well with specific population. Other programs providing horticultural therapy for this specific population around the country.

Procedure:

1. UT Gardens staff will introduce activity and materials
2. UT Gardens staff will guide students through a discussion of terms on the board
3. Participants will draw a piece of paper out of a basket with one term on it
4. Staff will ask participants to write in their sketchbook what they think the term means or what it means to them, or an experience associated with it
5. Staff will then ask the participants to research a definition of the term on their phone or laptop
6. Staff will then ask the participants to write the definitions on the board







AEMHS CDC-A

Therapeutic Horticulture Vocational Training





















Howard's Circle of Friends









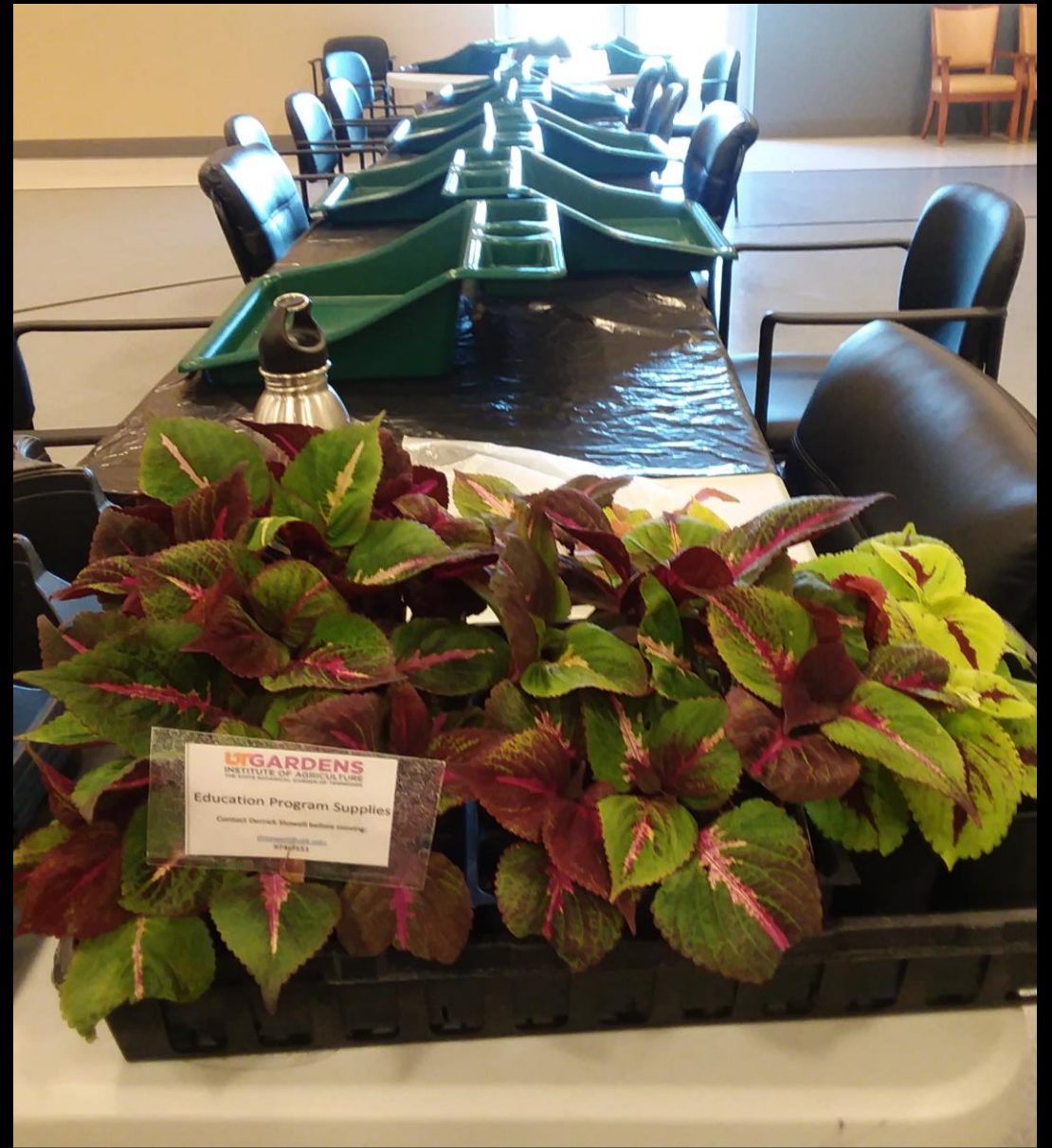












So today... The Middle Path (TMP)



- **TMP is a Dialectical Behaviour Therapy facility**
- **They facilitate group IOP**
- **They focus on teaching skills to effectively live to those with major depressive and anxiety disorders**

Kindness & Non-judgement



- Emotion mind
- Logic mind
- Wise Mind

Focus on four skill sets:



- Core Mindfulness
- Distress Tolerance
- Interpersonal Effectiveness
- Emotional Regulation

Activity: Rubbings, Recycling & Compost, and Letting Go



- Prepare a worm compost bin
- Collect leaves
- Use colored pencils to make a rubbing
- Then write a negative thought, a behavior and action that you want to change on another sheet
- Tear up the second sheet with words, throw it compost with the leaves
- Now, your unwanted thought, behavior and action can become something beautiful

Questions? And Thanks!

- Thanks to APGA, GCA, UT Gardens, SMART Institute, PJ Clarke, ALZ TN, Rene Malone, Susan Shexnayder, Wendy Prothro-Howard, Doris Pease, Mildred M. Allen
- [Fb.me/greenPeaseTN](https://www.facebook.com/greenPeaseTN)

