

Streszczenie pracy w języku angielskim

The doctoral dissertation entitled “Horticultural Therapy as a Method of Intervention in Supporting Addiction Treatment. A Study in the Field of Health Pedagogy” presents an interdisciplinary approach combining perspectives of health pedagogy, occupational therapy, psychology, and landscape architecture. The aim of the study was to develop and empirically verify the original horticultural therapy programme “Hortiaddictheraphy”, an innovative method supporting addiction therapy through contact with nature and gardening activities in the context of treatment, rehabilitation, and health education.

The research stemmed from the observation of deficits in traditional addiction therapy programmes, which often lack activating and emotionally engaging components. The author hypothesized that participation in horticultural therapy enhances mood, emotional balance, and social relations, supporting recovery and reintegration.

The dissertation consists of six chapters. The first part outlines the theoretical foundations of horticultural therapy, its origins, forms (active and passive), and benefits. It also presents the historical development of gardens – from antiquity to modern times – and their therapeutic role. The second chapter discusses theoretical models of horticultural therapy in the context of health pedagogy, referring to the Attention Restoration Theory (Kaplan & Kaplan), Stress Reduction Theory (Ulrich), and the Biophilia Hypothesis (Wilson). The relevance of horticultural therapy in addiction treatment is also emphasized.

The third chapter presents the author’s original programme “*Hortiaddictheraphy*” – a twenty-day cycle of therapeutic sessions conducted in addiction treatment centres. The programme integrates active and passive horticultural activities with elements of art therapy and environmental pedagogy. Each session has a specific theme and therapeutic goal, structured to gradually involve participants in activity, reflection, and experiencing nature as a source of inner balance.

The fourth chapter describes the methodological basis of the quasi-experimental (qE) research, carried out in several addiction therapy centres and involving horticultural, art therapy, and control groups. Triangulation of methods – questionnaires, participant observation, and self-assessment – ensured reliability of the results.

The findings, presented in the fifth chapter, demonstrate that horticultural therapy produces positive changes in emotions, feelings, and mood. Participants experienced more positive emotions, reduced negative affect, and improved well-being compared with the control group. They described the sessions as engaging, supportive, and motivating. The results confirm

that nature has a regulatory and therapeutic function and that the garden becomes a space of renewal and growth.

The sixth chapter introduces an interdisciplinary model of a therapeutic garden as a practical implementation of the Hortiaddictheraphy concept. The design provides a reproducible framework for integrating research findings into therapeutic and educational practice within health pedagogy and landscape architecture.

Key findings indicate that:

- horticultural therapy effectively supports addiction treatment by improving mood and reducing stress;
- contact with nature strengthens emotional and social competences;
- the “Hortiaddictheraphy” programme innovatively combines occupational therapy, art therapy, and health education;
- integrating horticultural therapy into treatment increases effectiveness and motivation for lasting behavioural change.

The scientific value of the dissertation lies in the development and empirical validation of an original therapeutic programme grounded in health pedagogy. Its innovation results from the interdisciplinary synthesis of health sciences, pedagogy, and landscape architecture, and from the practical implementation of horticultural therapy in addiction treatment. The results have both theoretical and applied significance, inspiring therapists, educators, and designers of therapeutic environments.

The dissertation confirms that the garden can become a space of healing, and that contact with nature may serve as an effective tool for supporting therapy, education, and human development in its full, holistic dimension.