

# PLS 3080: Introduction to Horticultural Therapy

Credits: 3

## Instructor:

Elizabeth (Leah) Diehl, HTM, RLA

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Office Hours: By appointment at Wilmot Gardens Greenhouse, by phone, or online.

## Course Description:

This course describes the profession and practice of horticultural therapy including its history, current state, and relevant literature and theories. The course will explore people-plant relationships, therapeutic methods and benefits, and populations served. Students will also be introduced to existing programs and the role of therapeutic gardens.

## Course Objectives:

After completing this course students will be able to:

- Describe the history, development, and current status of horticultural therapy
- Characterize the many ways plants and nature impact human life and the theories underlying their therapeutic bases
- Contrast the different therapeutic models used in the profession and analyze cognitive, physical, and psychosocial benefits
- Summarize research relevant to horticultural therapy and therapeutic environments
- Compare relevant tools in assessing needs of the participant, program, and facility served
- List the special characteristics of populations served and relate them to treatment plans and goals
- Describe the use of gardens in horticultural therapy and their special design characteristics

## Required Texts:

Haller, R.L., Kennedy, K.L. & Capra, C.L. (2019). *The profession and practice of horticultural therapy*. Boca Raton, FL: CRC Press.

## Selected Readings:

Posted within the individual modules on Canvas.

## Suggested Readings:

Haller, R.L. & Capra, C.L. (2016). *Horticultural therapy methods: Connecting people and plants in health care, human services, and therapeutic programs*. (2nd ed.). Boca Raton, FL: CRC Press.

Simson, S.P. & Straus, M.C. (2003). *Horticulture as therapy: Principles and practice*. Boca Raton, FL: CRC Press.

## Course Website:

This course is conducted entirely online. Lectures can be accessed in Canvas, at UF e-learning ([elearning.ufl.edu](http://elearning.ufl.edu)). Students should view narrated lectures each week to keep up with the topics as listed on the schedule, unless otherwise indicated. The student's UF Gatorlink username and password are necessary to log into the system.

## Course Communications:

All class members are expected to follow the rules of common courtesy in all communications, written and verbal. Guidelines for these rules are available through the course Canvas site and can also be accessed at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

General questions of relevance to the whole class should be posted to the course's discussion board or Frequently Asked Questions (FAQs) section. Check for answers there before emailing the instructor. Private questions may be sent to the instructor via Canvas mail.

## Course Schedule:

Week	Module & Lecture Topic	Assignments Due
Week 1 Aug. 31 - Sept. 4	Introductions and Getting Started	Sept. 4: Introduction Post Sept. 4-5: Syllabus Quiz 1
<b>Module 1: People-Plant Relationships</b>		
Week 2 Sept. 7-11	History of Plants in Human Life Human Dimensions of Horticulture Intrinsic Characteristics of Plants & Nature	Sept 7: Introduction Video Sept. 11: Discussion 1 (initial post) Sept. 11-12: Quiz 2
<b>Module 2: Profession of Horticultural Therapy</b>		
Week 3 Sept. 14-18	History & Background Current State of the Profession Registration & Types of Practice Standards of Practice & Code of Ethics	Sept. 14: Introduction Video Responses Sept. 18: Discussion 1 (response post) Sept. 18-19: Quiz 3
Week 4 Sept. 21-25	Stakeholders & the People Served Benefits of HT: Cognitive, Physical, Psycho-social, Physiological	Sept. 25: Research Report 1 Sept. 25-26: Quiz 4
<b>Module 3: Horticultural Therapy Models &amp; Program Types / Research &amp; Theories Related to Horticultural Therapy</b>		
Week 5 Sept. 28 – Oct. 2	Definitions of Practice Program Models: Therapeutic, Vocational, Social Facilities & Populations Served	Oct. 2: Research Report 1 Peer Evals Oct. 2-3: Quiz 5
Week 6 Oct. 5-9	HT-Related Research Stress Reduction Theory Attention-Restoration Theory	Oct. 9: Discussion 2 (initial post) Oct. 9: Activity Project Plan Oct. 9-10: Quiz 6

<b>Module 4: Horticultural Therapy Clients</b>		
Week 7 Oct. 12-16	Defining Disability Defining Disease Defining Mental Illness	Oct. 16: Discussion 2 (response post) Oct. 16-17: Quiz 7
Week 8 Oct. 19-23	Characteristics of Special Populations I	Oct. 23: Research Report 2 Oct. 23-24: Quiz 8
Week 9 Oct. 26-30	Characteristics of Special Populations II Disability Etiquette	Oct.30: Research Report 2 Peer Evals Oct. 30: Activity Project Outline Oct. 30-31: Quiz 9
<b>Module 5: Horticultural Therapy in Practice</b>		
Week 10 Nov. 2-6	Treatment Teams Treatment Plan Process Misericordia Gardens HT Program	Nov. 6: Discussion 3 (initial post) Nov. 6-7: Quiz 10
Week 11 Nov.9-13	Goals & Objectives Documentation	Nov. 13: Discussion 3 (response post) Nov.13-14: Quiz 11
Week 12 Nov. 16-20	Treatment Activities Task Analysis Activity Analysis & Modification	Nov. 20: Research Report 3 Nov. 20-21: Quiz 12
<b>Module 6: Horticultural Therapy Gardens</b>		
Week 13 Nov. 23-24	History of Healing Gardens	Nov. 24: Research Report 3 Peer Evals
Week 14 Nov. 30 – Dec. 4	Healing Gardens Types	Nov. 30: Virtual Field Trip Video Dec. 4: Discussion 4 (initial post) Dec. 4-5: Quiz 13 Dec. 4: Activity Project Final Report
Week 15 Dec. 7-9	Wilmot Gardens TH Program	Dec. 7: Virtual Field Trip Responses Dec. 9: Discussion 4 (response post)
Exam Week Dec. 14-18	Course Review	Dec. 16: Final Exam

### **Assignments:**

#### **Videos (2 at 40 points each: 30 points for video and 5 points for each of four responses)**

You will create and post two three-minute videos: one at the beginning of the course that introduces you to the class and includes information on yourself, your reason for taking this course, your interests, and a plant; and another toward the end of the semester that shares a nature-oriented location that you feel has therapeutic qualities. You will also be expected to respond to two of your peers' videos for each one. More information is provided within the assignment links in Canvas.

#### **Quizzes (13 at 10 points each; two lowest quiz grades dropped)**

Each quiz will consist of 10 multiple-choice, true/false, matching, or fill-in-the blank questions related to the associated topics. Quizzes will be open note, but they must be completed within a limited timeframe in one sitting. Quizzes are to be taken individually; no collaboration is allowed, and they are not to be recorded or shared in any manner. Quizzes will be given at the end of the week based on material (lectures, readings, and videos) covered that week.

### **Discussion Board Posts & Responses (4 at 40 points each: 20 points for initial post and 10 points for each of two responses)**

The purpose of the discussion board posts is for students to engage with each other, enhance the learning environment, and demonstrate your mastery of the course content. Four times during the semester a discussion prompt will be posted with the expectation that you post a thoughtful response based on the requirements provided. The following week, you will respond to other students' posts, also based on the requirements provided. The topic will be posted at the beginning of each week and your posts will generally be due on Friday (watch the course schedule as the dates can change around holidays).

### **3 Minute Research Reports & Peer Evaluations (3 at 50 points each: 40 points for report and 10 points for peer evaluation)**

You will record (audio or visual) and post a three-minute research report on the given topic, following the template provided in the assignment link. Your grade will be assessed on content, clarity, and delivery as detailed in the associated rubric. In addition, you will evaluate other students' research reports based on the instructions given.

### **Group Project (200 points in four parts: 25, 25, 100, and 50 points each)**

In groups of two, you will create an activity plan for a group session. The activity plan will be based on a selected population and will emphasize therapeutic goals and benefits applicable to that population. There will be three parts to submit; a plan, an outline, and the final report. In addition, each student will receive a participation grade for interacting with a larger assigned group. Detailed instructions are provided in the assignment link.

### **Final Exam (100 points)**

The final exam will be comprehensive. There will be practice sessions available. If a student has an A or higher in the class going into the exam, they may opt out. If, however, a student takes the exam, no matter their grade going in, the exam grade will count toward the final course grade. The exam is to be taken individually; no collaboration is allowed. The exam is not to be recorded or shared in any way.

### **Evaluation of Grades:**

<b>Assignment</b>	<b>Total Points</b>	<b>Percent of Grade</b>
<b>Videos (2 at 40 pts)</b> <ul style="list-style-type: none"><li>▪ 30 pts for each video; 5 pts for each response</li></ul>	80	10%
<b>Quizzes (13 at 10 pts each)</b> <ul style="list-style-type: none"><li>▪ 2 lowest scores dropped</li></ul>	110	14%
<b>Discussion Posts (4 at 40 pts each)</b> <ul style="list-style-type: none"><li>▪ 20 pts for each prompt; 10 pts for each response</li></ul>	160	20%
<b>3 Minute Research Reports (3 at 50 pts each)</b> <ul style="list-style-type: none"><li>▪ 40 pts for each prompt; 10 pts for each peer evaluation</li></ul>	150	18.5%
<b>Group Project (1 at 200 pts)</b> <ul style="list-style-type: none"><li>▪ 25 pts plan; 25 pts outline; 100 pts final; 50 pts group interaction</li></ul>	200	25%
<b>Final Exam</b>	100	12.5%
<b>Total Points</b>	<b>800</b>	<b>100%</b>

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

### **Class Attendance and Make-Up Policy:**

No make-up quizzes or exams will be given unless the student has a university-approved reason for missing them and makes previous arrangements with the instructor or can document a university-excused absence. Missed course assignments or exams resulting from unexcused absences will receive a zero. Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing Help Desk ticket, indicating the date and time when you reported the problem. You must e-mail the instructor within 24 hours but this is not a guarantee of receiving permission to make up the quiz/exam.

All written assignments must be submitted through Canvas, which will give it a timestamp of submission. Late assignments will not be accepted without proper documentation of an emergency or technological problem.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Academic Honesty Policy:**

UF students are bound by The Honor Pledge that states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### **Online Course Evaluation Process:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at <https://evaluations.ufl.edu/results/>.

### **Services for Students with Disabilities:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/students/get-started/>). Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **Campus Resources:**

### **Health and Wellness**

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), <https://umatter.ufl.edu/>, or 352-392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <https://counseling.ufl.edu/> or 352-392-1575 for information on crisis services as well as non-crisis services.

**University Police Department:** Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

**Sexual Assault Recovery Services (SARS)** - Student Health Care Center, 392-1161.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit their website: <https://ufhealth.org/emergency-room-trauma-center>

### **Academic Resources**

**E-learning technical support,** 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>.

**Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling.  
<https://career.ufl.edu/>

**Library Support,** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center,** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

**Writing Studio,** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

**Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>