

PLS 4082: Program Management in Horticultural Therapy

Credits: 3

Instructor:

Elizabeth Diehl, HTM, RLA

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(352) 294-5003

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

Course Description:

This course prepares students to plan, develop, manage, and evaluate horticultural therapy programs in diverse environments. Strategies for program proposals and funding will be explored, as well the recruitment of clients and the regulations and documentation required. Staff, volunteer, and student recruitment and management will be discussed, as will the management of plant materials, gardens, and other program resources.

Course Objectives:

After completing this course successfully, students will be able to:

- Formulate a horticultural therapy program, including mission/vision, funding, marketing, and recruitment
- Describe the influence of staff/volunteers on program success and the importance of their training and management
- Explain the management of the program and its facility, inventory, budget, and maintenance
- Discuss the growth and maintenance of plant materials on site, including management of pests and diseases
- Summarize relevant facility regulations and record-keeping, including HIPPA, IRB, and other documentation requirements as well as safety issues related to program environment
- Articulate how a horticultural therapist integrates with other healthcare delivery specialists and teams

Required Prerequisite Course:

PLS 3080 - Introduction to Horticultural Therapy

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). 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 & Getting Started Program Planning Introduction | Sept. 4: Re-Connect Post Sept. 4: Planning Self-Assessment Sept. 4-5: Syllabus Quiz 1 |
| Module 1: Program Planning & Development | | |
| Week 2 Sept. 7-11 | Needs Assessment Developing Mission & Vision | Sept. 11: Discussion 1 (initial post) Sept. 11-12: Quiz 2 |
| Week 3 Sept. 14-18 | Creating Program Goals & Objectives Identifying Funding Sources | Sept. 18: Planning Charrette 1 Sept. 18: Discussion 1 (response post) Sept. 18-19: Quiz 3 |
| Week 4 Sept. 21-25 | Leadership Team Development | Sept. 25: Planning Charrette 1 (feedback) Sept. 25: Planning Charrette 2 Sept. 25-26: Quiz 4 |
| Week 5 Sept. 28-Oct. 2 | Action Plan Logic Models | Oct. 2: Planning Charrette 2 (feedback) Oct. 2: Discussion 2 (initial post) Oct. 2-3: Quiz 5 |
| Week 6 Oct. 5-9 | Staffing & Budget Program Evaluation | Oct. 9: Discussion 2 (response post) Oct. 9: Planning Charrette 3 Oct. 9-10: Quiz 6 |
| Module 2: Program Implementation | | |
| Week 7 Oct. 12-16 | Importance of Implementation Media/Marketing Efforts | Oct. 16: Planning Charrette 3 (feedback) Oct. 16: Planning Charrette 4 Oct. 16-17: Quiz 7 |
| Week 8 Oct. 19-23 | Recruitment & Training: Staff & Volunteers Recruitment: Clients The Role of Students | Oct. 23: Planning Charrette 4 (feedback) Oct. 23: Discussion 3 (initial post) Oct. 23-24: Quiz 8 |

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| Week 9 Oct. 26-30 | Ongoing Personnel Management Integrating with Allied Groups & Therapies | Oct.30: Discussion 3 (response post) Oct. 30: Planning Charrette 5 Oct. 30-31: Quiz 9 |
| Module 3: Management of Facilities | | |
| Week 10 Nov. 2-6 | Program Sites Equipment & Supplies | Nov. 6: Planning Charrette 5 (feedback) Nov. 6: Discussion 4 (initial post) Nov. 6-7: Quiz 10 |
| Week 11 Nov.9-13 | Refresher: HT Plant Knowledge & Propagation HT Plant Selection & Management HT Pest Management | Nov. 13: Discussion 4 (response post) Nov. 13: Planning Charrette 6 Nov.13-14: Quiz 11 |
| Module 4: Program Management, Evaluation & Other Topics | | |
| Week 12 Nov. 16-20 | Evaluation Review of Client Assessment & Activity Analysis Program Output & Documentation | Nov. 20: Planning Charrette 6 (feedback) Nov. 20-21: Quiz 12 |
| Week 13 Nov. 23-24 | Employment Models Marketing Regulations & Record Keeping | Nov. 24: Program Planning Report to Peers |
| Week 14 Nov. 30–Dec. 4 | Research Issues Project Review Week | Dec. 4: Sign up for Project Meeting Dec. 4: Program Planning Report Feedback Dec. 4-5: Quiz 13 |
| Week 15 Dec. 7-9 | Grant Writing Final Exam Practice | Dec. 7: Program Planning Final Report Dec. 9: Planning Self-Assessment Dec. 9-15: Practice Exam available |
| Exam Week Dec. 14-18 | | Dec. 16: Final Exam |

Assignments:

Quizzes (13 at 10 points each; 2 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 topic. Quizzes will be open note, but they must be completed within 10 minutes 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 covered that week.

Discussion Board Posts & Responses (4 at 40 points each)

The purpose of the discussion board posts is to engage students with each other and enhance the learning environment. In each discussion a topic or question will be posted to which you will respond. There are two parts to the Discussions: first, your response based on the requirements as described in the instructions; and second, your response to peer posts following the requirements in the instructions. The prompt will be posted at the beginning of the week. Your initial post is due by Friday and your peer responses are due by the following Friday. Check the syllabus schedule for specific dates.

Planning Charrettes & Feedback (6 at 40 points each)

The purpose of the Planning Charrettes is to provide an opportunity to work on sections of the full Program Planning Project and get peer and instructor feedback that can be used to refine your final submission. Following the charrette instructions, you will create and post charrette and then provide peer feedback to other student(s) based on the instructions for that charrette. Your charrette is usually due on a Friday and your feedback is due on the following Friday. Check the syllabus schedule for specific dates.

Program Planning Project (240 points; 40, 50, and 150 pts each)

Over the course of the semester, you will create and refine a HT/TH Program Plan that incorporates many of the aspects that we will cover in class. The Planning Charrettes described above will be opportunities for you to write sections, get feedback on them, and then refine for your final proposal. You will also be expected to participate in a small discussion group based on the project, where you can ask questions, get feedback, and serve as a resource for your group members. In addition, toward the end of the semester, you will be required to review another student's full project, providing feedback that they can incorporate into their final submission. Detailed instructions are provided in the assignment description and links.

Final Exam (100 points)

The final exam will be comprehensive and will include multiple choice, matching, fill-in-the blank and short answer questions. There will be a review session available. 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:

| Assignment | Total Points | Percent of Grade |
|---|---------------------|-------------------------|
| Quizzes (13 at 10 pts each) ▪ 2 lowest scores dropped | 110 | 13% |
| Discussion Posts (4 at 40 pts each) ▪ 20-30 pts for each prompt; 10-20 pts for each response | 160 | 19% |
| Planning Charettes (6 at 40 pts each) ▪ 30 pts for each prompt; 10 pts for each peer evaluation | 240 | 28% |
| Group Project (1 at 200 pts) ▪ 40 pts group discussion; 50 pts peer paper feedback; 150 pts final | 240 | 28% |
| Final Exam | 100 | 12% |
| Total Points | 850 | 100% |

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/. 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, <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.
<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/>