PLS 4082: Program Management in Horticultural Therapy
Fall 2024
Credits: 3

Instructor:
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Canvas email
(352) 294-5003
Office Hours: By appointment at Wilmot Gardens Greenhouse, by phone, or online.

Teaching Assistants:

Bree Stark   **James Hatcher, HTR**
via Canvas email   via Canvas email

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

Prerequisite Courses:
PLS 3080 - Introduction to Horticultural Therapy
PLS 4081 – Techniques in 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 Books (not required):
Grodzki, L. (2015). Building your ideal private practice: A guide for therapists and other healing professionals. (2nd ed.). New York City, NY: W. W. Norton & Company.

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 Mechanics:
This is an online, asynchronous course. Students can view instructional materials at their own time during the week but there are fixed schedules and assignment deadlines. Lectures can be accessed via UF e-learning in Canvas (elearning.ufl.edu). Students should view narrated lectures each week to keep up with the topics as listed on the schedule, unless otherwise indicated. There are no live lectures, but timely feedback on your assignments will be given by the instructor. The student's UF Gatorlink username and password are necessary to log into the system.

Course modules are published on the Saturday morning before the week commences. For example, if Module 1 begins on Monday the 3rd, course content will be available from Saturday the 1st.

Students are also expected to participate in weekly graded discussions and polls on Packback (https://www.packback.co/), which requires a registration fee of $26.

How Much Time Should I be Spending on this Course?
This is an upper-level undergraduate course and the rigor and expectations correspond to that level; as a 3-credit hour course, you can expect to spend 6-12 hours per week on the course.

Using Generative Artificial Intelligence (AI) Tools in this Course
Writing is integral to thinking and it can be challenging. Generative writing tools like ChatGPT can be useful tools for helping improve our writing and stimulate our thinking. They should **never** serve as a substitute for writing and thinking. Think of generative AI applications as a lower quality substitution for a writing tutor. The tutor would never do the writing for you but might ask you questions to jumpstart brainstorming or idea development. They might also point out poor grammar, organization, and use of passive voice.

Similarly, you may use generative AI to help generate ideas and brainstorm a topic. Know that the information generated by programs such as ChatGPT may be inaccurate, incomplete, and biased. Know that relying on these tools may also curb your own independent thinking and creativity. Recognize that AI is not capable of independent thinking or making judgments based on lived experiences, cultural contexts, or ethical considerations. **Remember that AI cannot think for itself, so don't let it think for you.**

Generative AI develops its responses from previously created texts from model training sources, but it does not cite those sources. When asked to include sources, it may create sources that are not real.

PLS 4082 Course Rules Regarding AI Use:
- You may not submit any work generated by an AI program as your own.
- If you include material generated by an AI program, it should be cited like any other reference material (consider that as a reference it is likely low quality or unreliable).
- If you use AI tools in your assignments, please include a note to clarify: 1) where in your process you used AI; 2) which platform(s) you used; and 3) what prompt you entered.
- You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would for any other source.
- Citations should take this form:
  - OpenAI. (2023). ChatGPT. Response to prompt: "Explain what is meant by the term 'Situational Assessment'" (February 15, 2024, https://chat.openai.com/).
- You may not have an app write a draft (either rough or final) of an assignment for you
- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself

Evidence of inappropriate or plagiarized AI use will be grounds for submission of an academic integrity report. Sanctions will range from a zero for the assignment to an F for the course. Be aware that other classes may have different policies and that some may forbid AI use completely.

In summary, I assume we won't have any issues but want to ensure that my expectations are clear so that we can focus on learning content rather than being concerned about whether your work is your work. Please don't hesitate to ask questions or for clarification on any of this information.

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. 22-23	Introductions & Getting Started Program Planning Introduction	Aug. 24: Re-Connect Post Aug. 24: Syllabus Quiz
Module 1: Program Planning & Development		

Week 2 Aug. 26-30	Needs Assessment Developing Mission & Vision	Aug. 31: Packback Post/Poll
Week 3 Sept. 3-6 *Labor Day 9/2	Creating Program Goals & Objectives Identifying Funding Sources	Sept. 7: Planning Charrette *Client Group* Sept. 7: Packback Post/Poll
Week 4 Sept. 9-13	Leadership Team Development	Sept. 14: Planning Charrette Peer Feedback Sept. 14: Packback Post/Poll
Week 5 Sept. 16-20	Action Plan Logic Models	Sept. 21: Planning Charrette *Mission* Sept. 21: Packback Post/Poll
Week 6 Sept. 23-27	Intervention Plans Staffing & Budget Program Evaluation	Sept. 28: Planning Charrette Peer Feedback Sept. 28: Packback Post/Poll
Module 2: Program Implementation		
Week 7 Sept. 30- Oct. 4	Importance of Implementation Media/Marketing Efforts	Oct. 5: Planning Charrette *Program Goals* Oct. 5: Packback Post/Poll
Week 8 Oct. 7-11	Recruitment & Training: Staff & Volunteers Recruitment: Clients The Role of Students	Oct. 12: Planning Charrette Peer Feedback Oct. 12: Packback Post/Poll
Week 9 Oct. 14-17 *UF Homecoming 10/18	Ongoing Personnel Management Recruitment & Retention Team Development	Oct. 19: Planning Charrette *Funding Model* Oct. 19: Packback Post/Poll
Module 3: Management of Facilities		
Week 10 Oct. 21-25	Program Sites & Therapeutic Settings Equipment & Supplies	Oct. 26: Planning Charrette Peer Feedback Oct. 26: Packback Post/Poll
Week 11 Oct. 28-Nov. 1	Refresher: HT Plant Knowledge & Propagation HT Plant Selection & Management HT Pest Management	Nov. 2: Planning Charrette *Logic Model* Nov. 2: Packback Post/Poll
Module 4: Program Management, Evaluation & Other Topics		
Week 12 Nov. 4-8	Evaluation Outcome-Based Planning & Evaluation Tutorial	Nov. 9: Planning Charrette *Promotion* Nov. 9: Program Planning Report to Peers Nov. 9: Packback Post/Poll
Week 13 Nov. 12-15 *Veteran's Day 11/11	Employment Models Program Sustainability	Nov. 16: Program Planning Report Peer Feedback Nov. 16: Packback Post/Poll
Week 14	Research Issues	Nov. 23: Packback Post/Poll

Nov. 18-22		
Week 15 **Nov. 25-29**	**Thanksgiving Week – No Classes**	
Week 16 Dec. 2-4 *Reading Days 12/5-6	Grant Writing Project Wrap-Up	**Dec. 4: Program Planning Final Report** Dec. 5-11: Practice Exam available
Dec. 9-13	**Finals Week**	**Final Exam** **Dec. 12 @ 8:00am – Dec. 13 @ 8:00am**

Assignments:

Packback Discussions & Polls (13 at 10 points each)
The goal of the Packback assignments is for you to demonstrate an understanding of horticultural therapy and its practices based on the week's readings and lectures. Every week there will be a discussion and/or poll assignment that you will answer by **Saturday at 11:59 pm ET**. In addition, on specific weeks during the semester you will be required to post a discussion question (these weeks will be assigned to you) by **Wednesday at 11:59 pm ET**. More information on questions and polls will be provided in Canvas. Both questions and responses have a curiosity score minimum of 85. There is more information on Packback below and an in-depth explanation in Canvas.
See Packback registration information below.

Planning Charrettes (5 at 25 points each + 1 at 40 points)
The purpose of the planning charrettes is to determine and create sections of the full Program Planning Project, receive peer and instructor feedback, and use that to refine your final submission. Check the syllabus schedule for specific dates and the Canvas assignment for specific instructions. The planning charrettes will be submitted through Packback's *Deep Dive* as well as through a Canvas assignment link. The charrette will receive a partial grade in both locations so they must be submitted in both places to get credit. See more on Packback Deep Dive below.

Planning Charrette Peer Feedback (6 at 10 points each)
Following each planning charrette, you will review and give feedback to 1-2 of your peers. This process will help you by reviewing other students' approaches to the charrette as well as receiving feedback on your own approach. Detailed instructions are provided in the assignment description.

Draft Program Planning Project Peer Review (20 points)
Toward the end of the semester, you will be required to review another student's full project, providing quality feedback that they can incorporate into their final submission. Detailed instructions are provided in the assignment link.

Program Planning Project Group Discussion (20 points)
During each week you will 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.

This is a place for you to share, support, and encourage each other in project development. Your grade will be based on the quality and regularity of your interactions.

Program Planning Final Project (150 points)
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. 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, multiple answers, matching, fill-in-the-blank, and short answer questions. If you have a 90% or higher going into the exam, you may opt-out. If, however, you take the exam, no matter the grade you are going in with, 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.

Extra Credit
There may be an opportunity to earn a few extra credit points during the semester. Those will be announced on the Canvas site if they are available.

Evaluation of Grades:

Assignment	Total Points
Packback Posts/Polls	130
Planning Charrettes	165
Planning Charrettes Peer Feedback	60
Program Planning Project Group Discussion	20
Program Planning Project Peer Review	20
Program Planning Project Final Report	150
Final Exam	(100)
Total Points	**545/645**

For information on current UF policies for assigning grade points, see:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Packback Questions & Polls

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:
Every week there will be a deadline for submissions on Saturday at 11:59pm ET. To receive full credit, you should submit the following per each deadline period:
1. You will post one response to the instructor's question or a peer's question, with a **minimum curiosity score** of 80.

- If you are a questioner (the dates will be assigned to you), you will post one open-ended question, with a **minimum curiosity score** of 80, by **Wednesday at 11:59pm ET**. In this case you **do not need to respond to another post.**

2. You will post a response to one class poll, with a **minimum curiosity score** of 80.
   - Poll questions may be drawn from the **current or previous week's content**.

How to Register on Packback:
Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information. An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), click on the Packback link in Canvas and it will take you to the registration page.

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

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.

Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are:
1) for personal educational use
2) in connection with a complaint to the university
3) as evidence in, or in preparation for, a criminal or civil proceeding
All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Honor Code and Student Conduct Code.

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 an 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**

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the **GatorWell** website or call 352-273-4450.

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/**

Useful Digital Access

UFIT provides access to free copies of Office 365 to UF students. As part of UF's campus-wide licensing agreement, the Microsoft Office 365 program allows multiple full downloads of Microsoft Office to personal computers and mobile devices at no charge. Your Office license will expire after you graduate or leave the university. https://it.ufl.edu/services/gatorcloud-microsoft-office-online (click 'Go to service')

Download Adobe Acrobat Reader for free. View, sign and annotate PDF files (readings, assignments, etc.) https://www.adobe.com/acrobat/pdf-reader.html