

PLS 3080: Introduction to Horticultural Therapy

Credits: 3

Instructors:

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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). 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. Please check for answers there before emailing the instructor. Private questions should be sent to the instructor via Canvas mail.

Course Schedule:

Week	Module & Lecture Topic	Assignments Due
Week 1 Jan. 5-7	Introductions and Getting Started Library Resources	Jan. 7: Introduction Post Jan. 7-8: Syllabus Quiz 1
Module 1: People-Plant Relationships		
Week 2 Jan. 10-14	History of Plants in Human Life Human Dimensions of Horticulture Intrinsic Characteristics of Plants & Nature	Jan. 15: Introduction Video Jan. 10-14: Packback Posts 1 Jan. 14-15: Quiz 2
Module 2: The Profession of Horticultural Therapy / Horticultural Therapy Models & Program Types		
Week 3 Jan. 17-21	History & Background Current State of the Profession Registration & Types of Practice	Jan. 17: Introduction Video Responses Jan. 17-21: Packback Posts 2 Jan. 21: Activity Project Teams Formed Jan. 21-22: Quiz 3
Week 4 Jan. 24-28	Standards of Practice & Code of Ethics Stakeholders & the People Served Benefits of HT	Jan. 24-28: Packback Posts 3 Jan. 28: Group Project Team Building WS Jan. 28-29: Quiz 4 Jan. 29: Research Report #1
Week 5 Jan. 31- Feb. 4	Definitions of Practice Program Models: Therapeutic, Vocational, Social Facilities & Populations Served	Jan. 31-Feb. 4: Packback Posts 4 Feb. 5: Research Report #1 Peer Evals Feb. 4-5: Quiz 5
Module 3: Horticultural Therapy in Practice		

Week 6 Feb. 7-11	Treatment Teams Treatment Plan Process Misericordia Gardens HT Program	Feb.7-11: Packback Posts 5 Feb. 11-12: Quiz 6 Feb. 12: Group Project Part 1
Week 7 Feb. 14-18	Goals & Objectives Documentation Part 1 - 2	Feb. 14-18: Packback Posts 6 Feb. 18-19: Quiz 7 Feb. 19: Research Report #2
Week 8 Feb. 21-25	Treatment Activities Task Analysis Activity Analysis & Modification	Feb. 21-25: Packback Posts 7 Feb. 25-26: Quiz 8 Feb. 26: Research Report #2 Peer Evals
Week 9 Feb. 28-Mar. 4	Defining Disability Defining Disease Defining Mental Illness	Feb. 28-Mar. 4: Packback Posts 8 Mar. 4-5: Quiz 9 Mar. 5: Group Project Part 2
Week 10 March 7-11	Spring Break	
Module 4: Horticultural Therapy Clients		
Week 11 Mar. 14-18	Characteristics of Special Populations Parts 1 – 2	Mar. 14-18: Packback Posts 9 Mar. 18-19: Quiz 10
Week 12 Mar. 21-25	Characteristics of Special Populations Parts 3 - 4 Disability Etiquette	Mar. 21-25: Packback Posts 10 Mar. 25-26: Quiz 11 Mar. 26: Research Report #3
Week 13 Mar. 28-April 1	WBG TH Program – History & Facilities WBG TH Program – Participants WBG TH Program – Activities	Mar. 28-April 1: Packback Posts 11 April 1-2: Quiz 12 April 2: Research Report #3 Peer Evals
Module 5: Research, Theory, and Healing Gardens		
Week 14 April 4-8	HT-Related Research Stress Reduction Theory Attention-Restoration Theory	April 4-8: Packback Posts 12 April 8-9: Quiz 13 April 9: Group Project Final Report
Week 15 April 11-15	History of Healing Gardens	April 11-15: Packback Posts 13 April 15-16: Quiz 14 April 16: Virtual Field Trip Video
Week 16 April 18-20 April 21-22	Healing Garden Types Reading Days	April 20: Virtual Field Trip Responses April 20: Group Project Peer Evals
April 25-29	Finals Week	April 28: Final Exam

Assignments:

Introduction Video (25 points: 15 points for video and 2 points for each of five responses)

You will create and post a three-minute video 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 favorite plant. You will also be expected to respond to five of your peers' videos. More information is provided within the assignment link in Canvas.

Quizzes (120 points: 14 at 10 points each; two lowest quiz grades dropped)

Each quiz will consist of 10 multiple-choice, multiple answer, true/false, matching, short answer, or fill-in-the blank questions related to the topics presented that week. 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.

Packback Discussions (13 at 12 points each: 4 points for each question and 4 points for each response)

The goal of the Packback discussion assignment is to help you think about and apply the class readings and lectures, and to identify and demonstrate an understanding of horticultural therapy and its practices. Every week there will be a Packback discussion assignment. You are required to post questions on specific weeks (these will be assigned to you) and responses weekly by Friday at 11:59pm ET. Both questions and responses have a curiosity score minimum of 50. There is more information on Packback below and an in-depth explanation in Canvas.

See Packback registration information below.

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 (160 points in three parts: 40, 50, and 70 points each)

In groups of three, you will create an activity proposal for a group HT/TH session. As a team you will research three different client groups, determine appropriate goals and activities for each group, and then choose an activity that can serve the needs of all three groups. This project will have three parts, each with a grade. Detailed instructions are provided in the assignment link.

Virtual Field Trip Video: My Nature Place (40 points: 25 points for video and 5 points for each of three responses)

You will create and post a three-minute video at the end of the course 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. More information is provided within the assignment link in Canvas.

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:

Assignment	Total Points	Percent of Grade
Videos (1 at 25 pts and 1 at 40 pts)	65	9%
Quizzes (12 at 10 pts each) ▪ 2 lowest scores dropped	120	16%
Packback Discussion Posts (13 at 12 pts each) ▪ 4 pts for each question and 4 pts for each response	156	21%
3 Minute Research Reports (3 at 50 pts each) ▪ 40 pts for each report; 10 pts for each peer evaluation	150	20%
Group Project (1 at 160 pts) ▪ 40 pts for Part 1; 50 pts for Part 2; 70 pts for Part 3	160	21%
Final Exam	100	13%
Total Points	751	100%

Grade Scale	
A	94% - 100%
A-	90% - 93.9%
B+	87% - 89.9%
B	83% - 86.9%
B-	80% - 81.9%
C+	77% - 79.9%
C	73 - 76.9%
C-	70% - 72.9%
D+	67% - 69.9%
D	63% - 66.9%
D-	60% - 62.9%

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

Packback Questions

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:

Your participation on Packback will count toward 20% of your overall course grade. Every week there will be a deadline for submissions on Friday at 11:59pm ET. To receive full credit, you should submit the following per each deadline period:

- on the weeks you are a questioner (these will be assigned to you), you will post one open-ended question with a minimum **curiosity score** of 50 and two responses: one to the pinned instructor question and two to peer questions, with minimum **curiosity scores** of 50.
- on the weeks you are not a questioner, you will post three responses: one to the pinned instructor question and two to peer questions, with minimum **curiosity scores** of 50.

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), you may register by following the instructions below:

- 1) Create an account by navigating to <https://questions.packback.co> and clicking “Sign up for an Account” Note: If you already have an account on Packback you can log in with your credentials.
- 2) Then enter our class community’s lookup key into the “Looking to join a community you don't see here?” section in Packback at the bottom of the homepage.
- 3) Enter the Community Lookup Key: **be7d8c05-3a31-46f0-b463-ba53b1840d8c**
- 4) Follow the instructions on your screen to finish your registration.

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. For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

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 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>

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/>