

# ORH 4905: Independent Study in Horticultural Therapy

Credits: 1-3

Environmental Horticulture Department

## Instructor:

**Elizabeth (Leah) Diehl, HTM, RLA**

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Office Hours by appointment at the Wilmot Gardens greenhouse, via phone, or online.

## Course Description:

This course allows students to complete a supervised project in a specific area of interest to supplement the horticultural therapy curriculum. The project primarily requires independent study but also includes supervision from a faculty member or other professional who has expertise in the field and availability in their teaching schedule; its purpose is to meet individual student needs by providing an opportunity to study subject matter that is not covered in any regularly offered courses.

The practicum, or independent study, connects ‘theory’ and ‘practice.’ By conducting a practicum project, you demonstrate the ability to apply concepts and ideas from your study of horticultural therapy to a specific demographic population or environmental or institutional setting. The practicum project will focus on an important aspect of HT that is of interest to you.

As the name implies, an independent study puts much of the responsibility for learning on the student’s shoulders. Don’t wait around for your advisor or other mentors you might include to tell you what to do. Do seek advice, though. If you find yourself lost in the material or at a loss for how to proceed, don’t be afraid to say so.

## General Course Activities:

- Create a project overview
- Write a goal statement
- Create learning objectives & contract
- Develop an annotated bibliography
- Develop a project plan & timetable
- Describe the learning documents you will provide
- Execute project deliverables

## Expected Work Hours

Students are expected to devote **a minimum of three hours per week of actual work in this class for each credit hour** in which they are enrolled (i.e. 45, 90, or 135 hours per semester). Students should carefully discuss with their faculty adviser the time expectations for completion of the requirements of the class, and these expectations should be clearly articulated in the Undergraduate Research Form.

**If you are spreading your credit hours over more than one semester**, make sure to specify what work will be accomplished in each semester. You will be graded each semester you are enrolled for the work you have accomplished that semester, so it is important that the work matches the number of hours you have registered that semester. Also make sure to save your work outside of Canvas because you will start in a new Canvas shell each semester and will need to bring your previous work

with you. More detail will be provided in the assignment links in Canvas.

### **Course Website:**

This course is conducted online. Assignments and activities can be accessed in Canvas, at UF e-learning ([elearning.ufl.edu](http://elearning.ufl.edu)). Students should check the site regularly to keep up with any information, announcements, or discussions taking place. The student's UF Gatorlink username and password are necessary to log into the system.

### **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.

### **ORH 4905 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 can be accessed at [https://cise.ufl.edu/wp-content/uploads/sites/15/2019/08/CISE\\_Netiquette\\_Guide.pdf](https://cise.ufl.edu/wp-content/uploads/sites/15/2019/08/CISE_Netiquette_Guide.pdf)

### Assessment:

You will receive a final letter grade in this course based on the overall quality of your work. You must receive a C or better to receive credit toward the Certificate in Horticultural Therapy. Your grade will be based on:

- ***Degree to which student meets expectations.*** The ISP is to be established by the adviser and student prior to the student's enrollment in this course and submitted via the HT-ISP survey form. Once approved by the instructor, the student may be enrolled for the agreed-upon number of credits.
  - The agreed-upon expectations will be reflected in the Independent Study Contract created by the student and reviewed by the instructor. Once agreed upon, both the student and instructor/adviser will sign the contract. The following is a minimum set of expectations for every student enrolled in this class for credit:
    - develop a project description and goal statement
    - create learning objectives and project plan
    - create a timeline for work deadlines and deliverables
    - compile an annotated bibliography
    - describe final project deliverables/documents
- ***Quality of the final learning document.*** The faculty adviser and student will determine the expectations of the desired format, content, and deadlines of the final report or deliverable together. Every final report will include the student's reflections on the overall process and results of the project.

### 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.

### Inclusion Statement

The Certificate in Horticultural Therapy Program at the University of Florida is committed to fostering an inclusive, equitable, and welcoming environment for all students, staff, and participants. We recognize that diversity in all its forms—including race, ethnicity, culture, language, gender, sexual orientation, age, ability, religion, socioeconomic background, and lived experience—enriches our program and strengthens the field of horticultural therapy.

We are dedicated to creating a space where differences are celebrated, voices from marginalized communities are amplified, and barriers to participation are actively addressed. We strive to ensure

that our teaching, research, and practices reflect a deep respect for the unique identities and experiences of those we serve.

Through ongoing dialogue, training, and reflection, we will continue to evolve as a program that centers equity, access, and inclusion in every aspect of our work. We believe that the healing power of nature is for everyone, and we are committed to making that vision a reality.

### **Land Acknowledgement:**

The Certificate in Horticultural Therapy Program at the University of Florida, based at Wilmot Gardens, acknowledges that for thousands of years, the area now known as Florida has been, and continues to be, home to many Native Nations. We recognize that the University of Florida campus, including Wilmot Gardens, is located on the ancestral territory of the Potano and Seminole peoples. The Potano, of Timucua affiliation, lived in the Alachua region from before European arrival until the early 1700s, when their towns were destroyed. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forcibly removed during the Seminole Wars.

We honor the past, present, and future Native residents and cultures of Florida. We also recognize the wisdom of Indigenous ways of knowing, which have long taught about the healing power of nature. Their traditions—rooted in respect, reciprocity, and stewardship—serve as a foundation for our work in horticultural therapy.

As a program, we are committed to honoring Indigenous knowledge and ensuring that we do so with integrity and respect. We will work to amplify Indigenous voices, build meaningful partnerships, and educate ourselves and others about their contributions without appropriating or misrepresenting their teachings. Our approach centers on listening, learning, and practicing reciprocity, so that our work reflects the values of respect and care that Indigenous peoples have long upheld.

### **Academic Resources and Policies:**

A complete list of [UF's academic policies and resources](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/), including health and wellness resources, can be found here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>