PLS 4082: Program Management in Horticultural Therapy
Credits: 3

Instructor:
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Canvas email

(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

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.

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.

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 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 on Padlet (**https://www.padlet.com**), which is free for students. Our class registration link is: **https://padlet.com/pls3080/student/FRqCpDSX4elQlESq**

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:
https://cise.ufl.edu/wp-content/uploads/sites/15/2019/08/CISE_Netiquette_Guide.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	Introductions & Getting Started Program Planning Introduction	Re-Connect Post Syllabus Quiz
Module 1: Program Planning & Development		
Week 2	Needs Assessment Developing Mission & Vision	Padlet Discussion
Week 3	Creating Program Goals & Objectives Identifying Funding Sources	Planning Charrette *Client Group* Padlet Discussion
Week 4	Leadership Team Development	Planning Charrette Peer Feedback Padlet Discussion
Week 5	Action Plan Logic Models	Planning Charrette *Mission* Padlet Discussion
Week 6	Intervention Plans Staffing & Budget Program Evaluation	Planning Charrette Peer Feedback Padlet Discussion
Module 2: Program Implementation		
Week 7	Importance of Implementation Media/Marketing Efforts	Planning Charrette *Program Goals* Padlet Discussion
Week 8	Recruitment & Training: Staff & Volunteers Recruitment: Clients The Role of Students	Planning Charrette Peer Feedback Padlet Discussion
Week 9	Ongoing Personnel Management Recruitment & Retention Team Development	Planning Charrette *Funding Model* Padlet Discussion
Module 3: Management of Facilities		

Week 10	Program Sites & Therapeutic Settings Equipment & Supplies	Planning Charrette Peer Feedback Padlet Discussion
Week 11	Refresher: HT Plant Knowledge & Propagation HT Plant Selection & Management HT Pest Management	Planning Charrette *Logic Model* Padlet Discussion
Module 4: Program Management, Evaluation & Other Topics		
Week 12	Evaluation Outcome-Based Planning & Evaluation Tutorial	Planning Charrette *Promotion* Program Planning Report to Peers Padlet Discussion
Week 13	Employment Models Program Sustainability	Program Planning Report Peer Feedback Padlet Discussion
Week 14	Research Issues	Padlet Discussion
Week 15	**Thanksgiving Week – No Classes**	
Week 16 *Reading Days	Grant Writing Project Wrap-Up	**Program Planning Final Report** Practice Exam available
	Finals Week	**Final Exam**

Assignments:

Discussions on Padlet

The goal of the discussion assignments is for you to guide discussion and interact with fellow students around HT/TH topics while demonstrating your grasp of its components and incorporating your own related experiences. We value meaningful, thoughtful engagement in discussion posts, and we assess them based on the effort and intention demonstrated in your writing. Posts should show:

- **Depth of thought:** Your post should reflect a clear understanding of the topic and contribute new ideas, insights, or perspectives to the discussion.
- **Intentionality:** Your post should demonstrate that you have carefully considered the topic and the purpose of your response.

We recognize that people express ideas differently. Whether your writing style is concise or expansive, the focus is on the quality of your contributions rather than the length. Consider using specific examples, reflections, or questions to enrich your post. Each week you will respond to a prompt posted by the instructor as well as respond to another student's post by **Saturday at 11:59 pm ET**. More information on questions and polls will be provided in Canvas.

Planning Charrettes

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.

Planning Charrette Peer Feedback
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
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
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
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
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.

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.

Academic Resources and Policies:

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