PLS 4081: Techniques in Horticultural Therapy

Credits: 3

Instructors:

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Course Description:

This course examines the effectiveness of horticultural therapy across a diverse range of client populations, programs, and environments, describing the physical, cognitive, and psychosocial implications. Therapeutic, vocational, and social modalities employing plants will be explored, as well as task analysis, activity analysis and tool and site adaptations.

Course Objectives:

After completing this course students will be able to:

- Compare the array of treatment modalities and methods in horticultural therapy settings and apply methods to assess therapeutic outcomes and benefits
- Characterize treatment plans, goals and objectives, treatment analysis, and related documentation
- List the distinct characteristics and therapeutic needs of diverse populations served in horticultural therapy programming, including unique adaptations
- Describe the importance of plant selection and horticulture techniques in designing individual and group activities and treatment plans
- Describe adaptive gardening strategies, plant selection criteria, and safety consideration for both indoor and outdoor settings
- Demonstrate basic horticulture knowledge common to horticultural therapy settings

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.

Recommended Texts:

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 will view narrated lectures, videos, and readings each week to keep up with the schedule of topics as indicated on the syllabus schedule. The student's UF Gatorlink username and password are necessary to log into the system and receive credit for assignments.

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 FAQ discussion areas. Please check for answers there before emailing the instructor. Private questions should be sent to the instructor via Canvas email.

Program 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.

Commitment to Diversity and Inclusion:

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.

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 4081 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;

- o 2) which platform(s) you used;
- o 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 spellcheck, 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 Schedule:

Week	Module & Lecture Topic	Assignments Due
Introductions & Review Module		
Week 1 Jan. 13-18	Review Parts 1-3 Evidence-Based Practice Ethics & Professionalism	Jan. 18: Re-Introduction Post Jan. 18: Syllabus Quiz
Module 1: Individual & Group Treatment Plans		
Week 2 Jan. 20-25 *Jan. 20 Martin Luther King Jr. Day	Adjunctive Therapies & Philosophies Parts 1 -2 Adjunctive Therapies & Philosophies Parts 3-4	Jan. 25: Week 2 Discussion Jan. 25: Week 2 Content Poll Jan. 25: Plant Prop. Project: Part 1
Week 3 Jan. 27-Feb 1	Treatment Teams Initial Assessments	Feb 1: Week 3 Discussion Feb. 1: Week 3 Content Poll

	Goal Setting Goals & Objectives Part 1	Feb 1: Research Report #1
Week 4 Feb 3-Feb. 8	Goals & Objectives Part 2-3 Documentation Parts 1-3	Feb.8: Week 4 Discussion Feb. 8: Week 4 Content Poll Feb. 8: Research Report #1 Peer Eval. Feb. 8: Noticing Nature #1

Module 2: Treatment Session Planning

Week 5
Feb. 10-15
	Programming Inventory
	Vocational Programs & Goals
	Therapeutic & Social Program &
	    Goals
	Goals in HT Programs
	    Part 1: Stroke, MS, PD, SCI, TBI
	    Part 2: Dev. Disabilities
		Feb. 15: Week 5 Discussion
		Feb. 15: Week 5 Content Poll
		Feb. 10: Prog. Observation Project Part 1

Week 6
Feb. 17-22
	Goals in HT Programs
	    Part 3: Mental Illness
	    Part 4: Children & Youth
	    Part 5: Older Adults
	Task Analysis
	Activity Adaptation & Modification
		Feb. 22: Week 6 Discussion
		Feb. 22: Week 6 Content Poll
		Feb. 22: Research Report #2

Week 7 Feb. 24-Mar. 1	Activity Selection Process Session Structure & Process Session Review & Evaluation	Mar. 1: Week 7 Discussion Mar. 1: Week 7 Content Poll Mar. 1: Research Report #2 Peer Eval.

Module 3: The Therapist's Role

Week 8 Mar. 3-8	The Therapeutic Relationship The Therapeutic Use of Self Communication Techniques 1	Mar. 8: Week 8 Discussion Mar. 8: Week 8 Content Poll Mar. 8: Plant Prop. Project Update

Week 9
Mar. 10-15
 	
*Mar. 15 Spring Break
	Communication Techniques Parts 2-3
	Leadership Styles & Group
	    Dynamics
	Motivation & Behavior
	    Management
		Mar. 15: Week 9 Discussion
		Mar. 15: Week 9 Content Poll
		Mar. 15: Prog. Observation Project: Part 2

Week 10 Mar. 15-22	Spring Break	

Module 4: Plant Use in Programming		

Week 11
Mar. 24-29
	Basic Plant Knowledge
	Basic Plant Physiology, Pathology &
	   Taxonomy
	Basic Plant Propagation, Culture &
	   Maintenance
		Mar. 29: Week 11 Discussion
		Mar. 29: Week 11 Content Poll
		Mar. 29: Noticing Nature #2

Week 12 Mar. 30-Apr. 5	Choosing Plants Matt Wichrowski: Meet the Family Indoor & Outdoor Gardening Greenhouse Gardening	Apr 5: Week 12 Discussion Apr. 5: Week 12 Content Poll Apr. 5: Session Activity Plan
Module 5: Adaptive Gardening & Activity Ideas		
Week 13 Apr. 7-12	Adaptive Gardening Parts 1-3 Adaptive Tools & Techniques Part 1	Apr. 12: Week 13 Discussion Apr. 12: Week 13 Content Poll Apr. 12: Session Activity Plan Feedback
Week 14 Apr. 14-19	Adaptive Tools & Techniques Part 2 Enabling & Sensory Gardens & Tips	Apr. 19: Prog. Observ. Project: Final Report Apr. 19: Week 14 Discussion Apr. 19: Week 14 Content Poll
Week 15 Apr. 21-23 Apr. 24-25	Activity Ideas: Indoor Gardening Activity Ideas: Indoor & Outdoor Plant Crafts & Nature Art Reading Days	Apr. 23: Plant Prop. Project Final Report
Apr. 28-May 2	Finals Week	May 1: Final Exam Opens at 8:00am ET for 24 hours

Assignments:

Plant Propagation Project (80 points across four parts: 15, 15, 15, 35 points)
In this project you will keep a journal log on two plants that you propagate – one from seed and one from cutting. You will grow and care for the plants throughout the semester, recording in your journal both physical information about the plant and personal information about your experiences/feelings as the plant's caregiver. You will be assigned to a small group of students with whom you will share weekly information about your plants. This will also be a group with whom you can seek advice on plant care. Once during the semester, you will be required to submit an update on your plants, following the prompt in the assignment link. You will also be required to provide a final report on your experiences. More details are available in the assignment links.

Demonstration of Content Polls (60 points: 12 at 5 points each)

The goal of the content poll 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 poll assignment that you will respond to by **Saturday at 11:59 pm ET**. More information on content polls will be provided in Canvas.

Discussions on Padlet (60 points: 12 at 5 points each)

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.

3 Minute Research Reports (80 points: 2 at 40 points each)

You will research and post a three-minute 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.

Research Report Peer Evaluation (20 points: 2 at 10 points each)

You are expected to read/listen to your classmates' research reports and post a response to two classmates (10 points each) based on the rubric or instructions provided in the assignment instructions.

Noticing Nature Worksheets (20 points: 2 at 10 points each)

Using an activity sheet as a guide, you will explore a nature-dominated area near you. You will then create a horticultural therapy activity inspired by your experience and choose a client group with whom you will deliver your activity.

Session Activity Plan & Peer Evaluation (50 points across two parts: 40 and 10 points)

In this assignment you will be given an activity, client group, and setting. In a small group you will put together a session plan for the group based on the given activity. You will use the session plan template presented in class to submit your plan. In addition, you will provide peer feedback following the instructions in the assignment link.

Program Observation Project (130 points across three parts: 15, 40, and 75 points)

In this project you will observe a horticultural therapy, therapeutic horticulture, or other program that uses horticulture as a therapeutic medium. In the first part of the project, you will choose a program to observe, secure permission, and provide information on the site, location, facility, and

client population. In the second part you will describe and summarize your observation visit. In the third part you will provide the full report that will include a task analysis, activity adaptation, and a session plan based on the observed activity. The report should include images, but you must seek permission first. In some cases, you may only have permission to take photos of clients' hands and the materials or not at all. Make sure you understand the facility's policy. Detailed instructions on each part are provided in the assignment link.

Final Exam (75 points)
The final exam will be comprehensive and will include multiple choice, multiple answer, matching, fill-in-the blank, and short answer questions. There will be review and practice opportunities available. If a student has a 90% or higher in the class going into the exam, they may opt out. If, however, a student takes the exam, no matter what their grade is 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	Points	% of grade
Padlet Discussion ▪ 12 at 5 points each; 2pt for answer and 1.5 for each response to other student.	60	10.5%
Content Poll: 12 at 5 points each.	60	10.5%
3-Minute Research Reports & peer reviews ▪ 2 at 40 points each; 2 at 10 points each	100	17.5%
Noticing Nature Activity ▪ 2 at 10 points each	20	3.5%
Session Activity Plan ▪ 40 and 10 points	50	8.8%
Plant Propagation Project ▪ four parts: 15, 15, 15, 35 points	80	14%
Program Observation Project ▪ three parts: 15, 35, and 75 points	125	21.9%
Final Exam	75	13.3%
Total Points	**575**	**100%**

Grade Scale	
A	94% - 100%
A-	90% - 93.9%
B+	87% - 89.9%
B	83% - 86.9%
B-	80% - 82.9%
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/

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. If you need to request for a deadline extension due to extenuating circumstances, you must obtain approval from the instructor ahead of the deadline.

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 feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Live Recorded Lectures

There may be some occasions offered for live class sessions that would be audio and visually recorded for students in the class to refer back and for enrolled students who are unable to attend

live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Services for Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure 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 or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center:
> https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

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/