

# **PLS 3080: Introduction to Horticultural Therapy**

Credits: 3

## **Instructor:**

Elizabeth Diehl, HTM, RLA

(352) 294-5003

Office Hours: By appointment at Wilmot Gardens Greenhouse, by phone, or online.

## **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 Text:**

Haller, R.L., Kennedy, K.L. & Capra, C.L. (2019). *The profession and practice of horticultural therapy*. Boca Raton, FL: CRC Press.

## **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 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 Frequently Asked Questions (FAQs) discussion forum. Check for answers there before emailing the instructor. Please only use the Canvas mail system for any other private questions to the instructor.

## PRINT THESE TWO PAGES

### Course Schedule:

<b>Week</b>	<b>Module &amp; Lecture Topic</b>	<b>Assignments Due</b>
Week 1 Aug. 20-23	<b>Introductions and Getting Started</b>	Aug. 23-24: Syllabus Quiz
Week 2 Aug. 26-30	<b>Module 1: People-Plant Relationships</b> <ul style="list-style-type: none"> <li>▪ History of Plants in Human Life</li> <li>▪ Human Dimensions of Horticulture</li> </ul>	Aug. 30: Discussion 1 part 1 Aug. 30-31: Quiz 1A
Week 3 Sept. 3-6	<b>Module 1: People-Plant Relationships</b> <ul style="list-style-type: none"> <li>▪ The Value of Plants in Your Life</li> <li>▪ Intrinsic Characteristics of Plants &amp; Nature</li> </ul>	Sept. 3: Introduction Video Sept. 6: Discussion 1 part 2 Sept. 6-7: Quiz 1B
Week 4 Sept. 9-13	<b>Module 2: Profession of Horticultural Therapy</b> <ul style="list-style-type: none"> <li>▪ History &amp; Background</li> <li>▪ Current State of the Profession</li> <li>▪ Registration &amp; Types of Practice</li> <li>▪ Standards of Practice &amp; Code of Ethics</li> </ul>	Sept. 9: Intro. Video Responses Sept. 13: Discussion 2 part 1 Sept. 13-14: Quiz 2A
Week 5 Sept. 16-20	<b>Module 2: Profession of Horticultural Therapy</b> <ul style="list-style-type: none"> <li>▪ Stakeholders &amp; the People Served</li> <li>▪ Benefits of HT: Cognitive, Physical, Psycho-social, Physiological</li> <li>▪ Program Spotlight: TBA</li> </ul>	Sept. 20: Discussion 2 part 2 Sept. 20: Research Report #1 Sept. 20-21: Quiz 2B
Week 6 Sept. 23-27	<b>Module 3: Horticultural Therapy Models &amp; Program Types</b> <ul style="list-style-type: none"> <li>▪ Therapeutic Horticulture &amp; Horticultural Therapy</li> <li>▪ Therapeutic, Vocational, Social Models</li> <li>▪ Facilities &amp; Populations Served</li> </ul>	Sept. 27: Discussion 3 part 1 Sept. 27: Research Report #1 Peer Reviews Sept. 27-28: Quiz 3A
Week 7 Sept. 30-Oct. 4	<b>Module 3: Research &amp; Theories Related to Horticultural Therapy</b> <ul style="list-style-type: none"> <li>▪ Theoretical Bases for Therapeutic Benefits</li> <li>▪ Attention-Restoration Theory</li> <li>▪ Psycho-Evolutionary Theory</li> <li>▪ Other Related Theories</li> </ul>	Oct. 3: Discussion 3 part 2 Oct. 3: Research Report #2 Oct. 3-5: Quiz 3B
Week 8 Oct. 7-11	<b>Module 4: Horticultural Therapy Clients</b> <ul style="list-style-type: none"> <li>▪ Defining Disability</li> <li>▪ Defining Disease</li> </ul>	Oct. 11: Discussion 4A part 1 Oct. 11: Research Report #2 Peer Reviews Oct. 11-12: Quiz 4A
Week 9 Oct. 14-18	<b>Module 4: Horticultural Therapy Clients</b> <ul style="list-style-type: none"> <li>▪ Defining Mental Illness</li> <li>▪ Characteristics of Special Populations I</li> <li>▪ Characteristics of Special Populations II</li> </ul>	Oct. 18: Discussion 4A part 2 Oct. 18: Research Report #3 Oct. 18-19: Quiz 4B
Week 10 Oct. 21-25	<b>Module 4: Horticultural Therapy Clients</b> <ul style="list-style-type: none"> <li>▪ Characteristics of Special Populations III</li> <li>▪ Characteristics of Special Populations IV</li> <li>▪ Disability Etiquette</li> </ul>	Oct. 25: Discussion 4B part 1 Oct. 25: Research Report #3 Peer Reviews Oct. 25-26: Quiz 4C Oct 25: Group Project Plan
Week 11 Oct. 28-Nov.1	<b>Module 5: Horticultural Therapy in Practice</b> <ul style="list-style-type: none"> <li>▪ Treatment Teams</li> <li>▪ Treatment Plan Process</li> <li>▪ Program Spotlight: Misericordia Gardens</li> <li>▪ Goals &amp; Objectives</li> </ul>	Nov.1: Discussion 4B part 2 Nov.1: Research Report #4 Nov.1-2: Quiz 5A

Week 12 Nov. 4-8	<b>Module 5: Horticultural Therapy in Practice</b> <ul style="list-style-type: none"> <li>▪ Individual Goals vs. Group Goals</li> <li>▪ Documentation</li> <li>▪ Treatment Activities</li> <li>▪ Settings &amp; Resources</li> </ul>	Nov. 8: Discussion 5 part 1 Nov. 8: Research Report #4 Peer Reviews Nov. 8-9: Quiz 5B Nov. 8: Group Project Detailed Outline
Week 13 Nov. 11-15	<b>Module 5: Horticultural Therapy in Practice</b> <ul style="list-style-type: none"> <li>▪ Task Analysis</li> <li>▪ Activity Adaptation</li> <li>▪ Activity Modification</li> </ul>	Nov. 15: Discussion 5 part 2 Nov. 15-16: Quiz 5C
Week 14 Nov. 18-22	<b>Module 6: Horticultural Therapy Gardens</b> <ul style="list-style-type: none"> <li>▪ Therapeutic Design Characteristics</li> <li>▪ Use, Design &amp; Accessibility</li> <li>▪ Garden Spotlight: Chicago Botanic Garden</li> </ul>	Nov. 22: Discussion 6 part 1 Nov. 22-23: Quiz 6A Nov. 22: Group Project Completed
Week 15 Nov.25-26	<b>Module 6: Horticultural Therapy Gardens</b> <ul style="list-style-type: none"> <li>▪ Garden Spotlight: St. Louis Children’s Hospital Garden</li> <li>▪ Garden Spotlight: Massachusetts General Hospital</li> </ul>	Nov. 26: Discussion 6 part 2 Nov. 26: Group Project Peer Evaluations
Week 16 Dec. 2-4	<ul style="list-style-type: none"> <li>▪ Course Review &amp; Final Exam Preparation</li> </ul>	Dec. 2: Virtual Fieldtrip Video Dec. 4: Group Project Reviews Dec. 4: Virtual Fieldtrip Reviews
Exam Wk. Dec. 9-13		TBA: Final Exam

### Evaluation:

Assignments	Total Points	Percent of Total
<b>Videos</b> (2 at 50 pts) <ul style="list-style-type: none"> <li>▪ 40 pts for each video</li> <li>▪ 5 pts for each response to classmates</li> </ul>	100	10%
<b>Quizzes</b> (14 at 20 pts; drop lowest 3)	220	22%
<b>Discussion Board Posts</b> (7 at 20 pts) <ul style="list-style-type: none"> <li>▪ 12 pts for each prompt</li> <li>▪ 4 pts for each response to classmates</li> </ul>	140	14%
<b>3 Minute Research Reports</b> (4 at 50 pts)	200	20%
<b>Research Report Peer Evaluations</b> (4 at 10 pts)	40	4%
<b>Group Project</b> (in 3 parts: 25 pts, 50 pts, 75 pts)	150	15%
<b>Group Project Peer Evaluation</b>	30	2%
<b>Final Exam</b>	120	12%
<b>Total Points</b>	<b>1000</b>	<b>100%</b>

### Percentage of Total = Letter Grade:

A = 93.4-100%; A- = 90.0-93.3%; B+ = 86.7-89.9%; B = 83.4-86.6%; B- = 80.0-83.3%;  
C+ = 76.7-79.9%; C = 73.4-76.6%; C- = 70.0-73.3%; D+ = 66.7-69.9%; D = 63.4-66.6%; D- = 60.0-63.3%

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## **Assignment Details:**

### **Videos (2 at 50 points each: 40 points for video and 5 points for each of four responses)**

You will create and post two three-minute videos: one at the beginning of Week 3 that introduces you to the class and includes information on yourself, your reason for taking this course, your interests, and a plant; and another at the beginning of Week 16 that shares a nature-oriented location that you feel has therapeutic qualities. You will also be expected to respond to at least two of your peers' videos. More information will be provided within the assignment links in Canvas.

### **Quizzes (14 at 20 points each; three lowest quiz grades dropped)**

Each quiz will consist of 10 multiple-choice, matching, or fill-in-the blank questions related to the associated topic. 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 beginning of the week based on material covered the previous week.

### **Discussion Board Posts & Video Responses (7 at 20 points each: 12 points for initial post and 4 points for each of two responses)**

The purpose of the discussion board posts is to engage students with each other and enhance the learning environment. Each week a discussion topic or question will be posted with the expectation that you post a personal response and also respond to at least two other student's posts. The topic will be posted at the beginning of each week. Your personal post on the topic is due on Friday and your two responses to your peers' posts are due by the following Friday.

### **3 Minute Research Reports (4 at 50 points each)**

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.

### **Research Report Peer Evaluations (4 at 10 points each)**

You are expected to listen to your classmates' research reports and post a response to one classmate for each report based on the rubric provided in the assignment instructions.

### **Group Project (150 points in three parts: 25, 50, and 75 points each)**

In small groups, you will create an activity plan for a group session. The activity plan will be created based on a selected population and will emphasize therapeutic goals and benefits applicable to that population. Each student will also include an evaluation of his/her fellow group members that will be figured into the grade. Detailed instructions are provided in the assignment link.

### **Group Project Peer Evaluation (30 points)**

You are expected to read/watch at least one of the other Group Project submissions and submit a peer evaluation based on the rubric provided in the assignment instructions.

### **Final Exam (120 points)**

The final exam will be comprehensive. There will be a review session available. The exam is to be taken individually; no collaboration is allowed. The exam is not to be recorded or shared in any way.

## **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.

## **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/>.

## **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/](http://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](mailto: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/>