

PLS 4081: Techniques in Horticultural Therapy

Credits: 3

Instructor:

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

Teaching Assistant:

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Via Canvas email

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.

Course Schedule:

Week	Module & Lecture Topic	Assignments Due
Introductions & Review Module		
Week 1 May 10-14	Review Parts 1-3 Adjunctive Therapies & Philosophies Parts 1-2 Adjunctive Therapies & Philosophies Parts 3-4	May 14: Re-Intro Post May 14-15: Quiz 1
Module 1: Individual & Group Treatment Plans		
Week 2 May 17-21	Treatment Teams Initial Assessments Goal Setting Goals & Objectives Part 1	May 21: Plant Prop. Project: Part 1 May 21-22: Quiz 2
Week 3 May 24-28	Goals & Objectives Part 2-3 Documentation Parts 1-3	May 28: Research Report #1 May 28-29: Quiz 3

Module 2: Treatment Session Planning		
Week 4 June 1-June 4	Programming Inventory Vocational Programs & Goals Therapeutic & Social Program & Goals Goals in HT Programs Part 1: Stroke, MS, PD, SCI, TBI	June 4: Prog. Observ. Project: Part 1 June 4: 3-Min. RR #1 (peer eval) June 4-5: Quiz 4
Week 5 June 7-11	Goals in HT Programs Part 2: DD Part 3: Mental Illness Part 4: Children & Youth Part 5: Older Adults Task Analysis Activity Adaptation & Modification	June 7: Noticing Nature #1 June 11: Discussion #1 (initial post) June 11-12: Quiz 5
Week 6 June 14-18	Activity Selection Process Session Structure & Process Session Review & Evaluation	June 18: Discussion #1 (response post) June 18-19: Quiz 6
Module 3: The Therapist's Role		
Week 7 June 21-25	Summer Break	
Week 8 June 28-July 2	The Therapeutic Relationship The Therapeutic Use of Self Communication Techniques Parts 1	June 28: Plant Prop. Project Update July 2: Discussion #2 (initial post) July 2-3: Quiz 7
Week 9 July 6-9	Communication Techniques Parts 2-3 Leadership Styles & Group Dynamics Motivation & Behavior Management Evidence-Based Practice Ethics & Professionalism	July 6: Session Activity Plan July 9: Prog. Observ. Project: Part 2 July 9: Discussion #2 (response post) July 9-10: Quiz 8
Module 4: Plant Use in Programming		
Week 10 July 12-16	Basic Plant Knowledge Basic Plant Physiology, Pathology & Taxonomy Basic Plant Propagation, Culture & Maintenance	July 12: Session Activity Plan Feedback July 16: 3-Min. Research Report #2 July 16-17: Quiz 9
Week 11 July 19-23	Choosing Plants Matt Wichrowski: Meet the Family	July 19: Noticing Nature #2

	Indoor & Outdoor Gardening Greenhouse Gardening	July 23: Plant Prop. Project Final Report July 23-24: Quiz 10
Module 5: Adaptive Gardening & Activity Ideas		
Week 12 July 26-30	Adaptive Gardening Enabling & Sensory Gardens & Tips	July 30: Prog. Observ. Project: Final Report July 30-31: Quiz 11
Week 13 Aug. 2-6	Adaptive Tools & Techniques Activity Ideas: Indoor Gardening Activity Ideas: Indoor & Outdoor Plant Crafts & Nature Art	Aug. 5-6: Final Exam

Assignments:

Quizzes (90 points: 11 at 10 points each; 2 lowest quizzes dropped)

Each quiz will consist of 10 multiple-choice, multiple answer, 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.

Plant Propagation Project (75 points across four parts: 10, 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 within which 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.

Discussion Posts & Responses (80 points: 2 at 40 points each)

The purpose of the discussion posts is to engage students with the course content and each other and enhance the distance learning environment by acting as an ‘in class’ discussion. For each discussion a topic or question prompt will be posted with the expectation that you post a response that incorporates your thoughts and opinions, related information from the course, and additional information from credible sources that you bring in to support your responses. You will also respond to two other student’s posts based on the response prompt.

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 (10 points: 1 at 10 points each)

You are expected to 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 review and provide feedback on the session plan of one or two peers following the instructions in the assignment link.

Program Observation Project (120 points across three parts: 10, 35, 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. *** Alternative options due to Covid-19 will be provided in class.**

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 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	Points	Assignment	Points
Quizzes	90	Session Activity Plan	50
Discussion Posts & Responses	80	Plant Propagation Project	75
3 Minute Research Reports & Responses	90	Program Observation Project	120

Noticing Nature Activity	20	Final Exam	75
Total Points			600

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

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

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/>