

# PLS 4081: Techniques in Horticultural Therapy

Credits: 3

## Instructor:

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

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(352) 294-5003

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

## Teaching Assistants:

James Hatcher

via Canvas email

Cecelia Morales

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
<b>Introductions &amp; Review Module</b>		
<b>Week 1</b> Jan. 5-7	Review Parts 1-3 Evidence-Based Practice Ethics & Professionalism	Jan. 7: Re-Introduction Post Jan. 7-8: Quiz 1
<b>Module 1: Individual &amp; Group Treatment Plans</b>		
<b>Week 2</b> Jan. 10-14	Adjunctive Therapies & Philosophies Parts 1-2 Adjunctive Therapies & Philosophies Parts 3-4	Jan. 10-14: Packback Posts Jan. 14-15: Quiz 2 Jan. 15: Plant Prop. Project: Part 1
<b>Week 3</b> Jan. 17-21	Treatment Teams Initial Assessments Goal Setting Goals & Objectives Part 1	Jan. 17-21: Packback Posts Jan. 21-22: Quiz 3 Jan. 22: Research Report #1

<b>Week 4</b> Jan. 24-28	Goals & Objectives Part 2-3 Documentation Parts 1-3	Jan. 24-28: Packback Posts Jan. 28-29: Quiz 4 Jan. 29: Research Report #1 Peer Eval. Jan. 29: Noticing Nature #1
<b>Module 2: Treatment Session Planning</b>		
<b>Week 5</b> Jan. 31-Feb. 4	Programming Inventory Vocational Programs & Goals Therapeutic & Social Program & Goals Goals in HT Programs Part 1: Stroke, MS, PD, SCI, TBI Part 2: Dev. Disabilities	Jan. 31-Feb.4: Packback Posts Feb. 4-5: Quiz 5 Feb. 5: Prog. Observation Project Part 1
<b>Week 6</b> Feb. 7-11	Goals in HT Programs Part 3: Mental Illness Part 4: Children & Youth Part 5: Older Adults Task Analysis Activity Adaptation & Modification	Feb. 7-11: Packback Posts Feb. 11-12: Quiz 6 Feb. 12: Research Report #2
<b>Week 7</b> Feb. 14-18	Activity Selection Process Session Structure & Process Session Review & Evaluation	Feb. 14-18: Packback Posts Feb. 18-19: Quiz 7 Feb. 19: Research Report #2 Peer Eval.
<b>Module 3: The Therapist's Role</b>		
<b>Week 8</b> Feb. 21-25	The Therapeutic Relationship The Therapeutic Use of Self Communication Techniques 1	Feb. 21-25: Packback Posts Feb. 25-26: Quiz 8 Feb. 26: Plant Prop. Project Update
<b>Week 9</b> Feb. 28-Mar. 4	Communication Techniques Parts 2-3 Leadership Styles & Group Dynamics Motivation & Behavior Management	Feb. 28-Mar. 4: Packback Posts March 4-5: Quiz 9 March 4: Prog. Observ. Project: Part 2
<b>Week 10</b> Mar. 7-11	<b>Spring Break</b>	
<b>Module 4: Plant Use in Programming</b>		
<b>Week 11</b> Mar. 14-18	Basic Plant Knowledge Basic Plant Physiology, Pathology & Taxonomy	Mar. 14-18: Packback Posts March 18-19: Quiz 10 Mar. 19: Noticing Nature #2

	Basic Plant Propagation, Culture & Maintenance	
<b>Week 12</b> Mar. 21-25	Choosing Plants Matt Wichrowski: Meet the Family Indoor & Outdoor Gardening Greenhouse Gardening	Mar. 21-25: Packback Posts Mar. 25-26: Quiz 11 March 26: Session Activity Plan
<b>Module 5: Adaptive Gardening &amp; Activity Ideas</b>		
<b>Week 13</b> <b>Mar. 28-April 1</b>	Adaptive Gardening Parts 1-3	Mar. 28-April 1: Packback Posts April 1-2: Quiz 12 April 2: Session Activity Plan Feedback April 2: Plant Prop. Project Final Report
<b>Week 14</b> <b>April 4-8</b>	Adaptive Tools & Techniques	April 4-8: Packback Posts April 8-9: Quiz 13 April 9: Prog. Observ. Project: Final Report
<b>Week 15</b> <b>April 11-15</b>	Enabling & Sensory Gardens & Tips	April 11-15: Packback Posts April 15-16: Quiz 14
<b>Week 16</b> <b>April 18-20</b> <b>April 21-22</b>	Activity Ideas: Indoor Gardening Activity Ideas: Indoor & Outdoor Plant Crafts & Nature Art	April 18-22: Packback Posts
<b>Finals Week</b> <b>April 23-29</b>	Final Exam	8:00am on April 27 - 8:00am on April 28

### Assignments:

#### Quizzes (120 points: 14 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 (85 points across four parts: 15, 15, 15, 40 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.

**Packback Discussions (14 at 9 points each: 3 points for each question and 3 points for each response)**

The goal of the Packback discussion assignment is to help you think about and apply the class readings and lectures, and to identify and demonstrate an understanding of horticultural therapy and its practices. Every week there will be a Packback discussion assignment. You are required to post questions on specific weeks (these will be assigned to you) and responses weekly by Friday at 11:59pm ET. Both questions and responses have a curiosity score minimum of 70. There is more information on Packback below and an in-depth explanation in Canvas.

***See Packback registration information below.***

**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 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 (125 points across three parts: 15, 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	% of grade
Quizzes ▪ 14 at 10 points each; 2 lowest scores dropped	120	17%
Packback ▪ 14 at 9 points each; 3 for each question and 3 for each response	126	18%
3-Minute Research Reports & peer reviews ▪ 2 at 40 points each; 2 at 10 points each	100	14%
Noticing Nature Activity ▪ 2 at 10 points each	20	3%
Session Activity Plan ▪ 40 and 10 points	50	7%
Plant Propagation Project ▪ four parts: 15, 15, 15, 40 points	85	12%
Program Observation Project ▪ three parts: 15, 35, and 75 points	125	18%
Final Exam	75	11%
<b>Total Points</b>	<b>701</b>	<b>100%</b>

Grade Scale	
A	94% - 100%
A-	90% - 93.9%
B+	87% - 89.9%
B	83% - 86.9%
B-	80% - 81.9%
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/>

## Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

## Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade. Every week there will be a deadline for submissions on Friday at 11:59pm ET. To receive full credit, you should submit the following per each deadline period:

- on the weeks you are a questioner (these will be assigned to you), you will post one open-ended question with a minimum **curiosity score** of 50 and two responses: one to the pinned instructor question and two to peer questions, with minimum **curiosity scores** of 50.
- on the weeks you are not a questioner, you will post three responses: one to the pinned instructor question and two to peer questions, with minimum **curiosity scores** of 50.

### **How to Register on Packback:**

Packback requires a paid subscription. Refer to [www.packback.co/product/pricing](http://www.packback.co/product/pricing) for more information. An email invitation will be sent to you from [help@packback.co](mailto:help@packback.co) prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

- 1) Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account" Note: If you already have an account on Packback you can log in with your credentials.
- 2) Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
- 3) Enter the Community Lookup Key: **ofe1636f-448d-46a7-8397-78053920edb6**
- 4) Follow the instructions on your screen to finish your registration.

### **How to Get Help from the Packback Team:**

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co). For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

### **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/](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/>*