Cover Sheet: Request 13573

PLS 4XXX Techniques in Horticultural Therapy

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Elizabeth Diehl leahdiehl@ufl.edu
Created	2/3/2019 1:09:29 PM
Updated	4/11/2019 4:03:34 PM
Description of request	I am requesting the approval of a new course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Environmental Horticulture 514918000	Dean Kopsell		2/11/2019
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by the CALS CC on 3/15/19.	3/21/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/21/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13573

Info

Request: PLS 4XXX Techniques in Horticultural Therapy
Description of request: I am requesting the approval of a new course
Submitter: Elizabeth Diehl leahdiehl@ufl.edu
Created: 4/11/2019 4:02:11 PM
Form version: 5

Responses
Recommended Prefix PLS
Course Level 4
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Techniques in Horticultural Therapy
Transcript Title Hort Ther Techniques
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation NA
Effective Term Spring
Effective Year 2020
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
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.
Prerequisites PLS 3XXX Introduction to Horticultural Therapy (C-)
Co-requisites NA
Rationale and Placement in Curriculum This course follows the introductory horticultural therapy course, and will go into depth for students interested in the practices and techniques of the horticultural therapy profession. This course will cover material that aligns with the requirements of the American Horticultural Therapy Association's curriculum requirements for horticultural therapy practice.
Course Objectives 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
Course Textbook(s) and/or Other Assigned Reading 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.
Weekly Schedule of Topics Week 1

The Therapist's Role
- Concepts of Therapeutic Relationships
- Adjunctive Therapies & Philosophies

Week 2
The Therapist's Role
- Group Dynamics
- Leadership
- Motivation & Behavior Management

Week 3
The Therapist's Role
- Ethics & Professionalism
- Evidence-Based Practice

Week 4
- Individual & Group Treatment Plans
- Treatment Teams
- Intake assessments

Week 5
- Individual & Group Treatment Plans
- Goal Setting
- Treatment Process
- Documentation

Week 6
- Treatment Session Planning
- Programming Inventory
- Goals & Objectives

Week 7
- Treatment Session Planning
- Task Analysis
- Activity Adaptation & Modification

Week 8
- Treatment Session Planning
- Activity Selection Process
- Activity as a Tool
- Consideration of Program Types & Goals

Week 9
- Spring Break

Week 10
- Treatment Session Planning
- Session Structure & Process
- Resource Needs

Week 11
- Treatment Session Planning
- Session Review & Evaluation
- Resource Planning

Week 12
- Plant Use in Programming
- Choosing Plants
- Education, Creativity, Sensory Stimulation
- Linking Activities

Week 13
- Plant Use in Programming
- Outdoor Gardening
- Activity Ideas

Week 14
- Plant Use in Programming
- Greenhouse Gardening
- Activity Ideas

Week 15
- Project & Review Week
- Project Feedback
- Review Session

Week 16

Exam Week

Links and Policies 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:
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:
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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/.

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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/

Grading Scheme Assignments:
Videos (2 at 20 points each)
You will create and post two three-minute videos: one in Week 2 that introduces you to the class and includes information on yourself, your reason for taking this course, and your interests; and another in Week 12 that responds to a selected prompt. More information and a rubric will be provided within the assignment links in Canvas.

Quizzes (13 at 10 points each; lowest quiz grade 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 notes, 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 (31 at 2 points each)
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 by Wednesday and your two responses to your peers' posts are due by Sunday. You will also be expected to respond to at least two of your peers' self-introduction video and virtual fieldtrip video.

3 Minute Research Reports (4 at 30 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 (8 at 5 points each)
You are expected to listen to your classmates' research reports and post a response to two classmates (5 points each, 10 points per each of four research topics) based on the rubric provided in the assignment instructions.

Group Project (125 points)
In groups of 2-3, you will create a sample treatment plan based on a case study of a client that includes two long-term goals each with three short-term objectives. You will propose an activity that incorporates the goals accompanied by a task analysis and activity analysis and modification. A short video of the activity illustrating the benefits is required. 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 (40 points)
You are expected to read/watch at least two of the other Group Project submissions and submit a peer evaluation based on the rubric provided in the assignment instructions.

Final Exam (75 points)
The final exam will be comprehensive and will include multiple choice, matching, fill-in-the blank and short answer questions. 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. The exam will be proctored.

Assignment
Total Points   Percent of Grade
Videos (2 at 20 points each)
40   6%
Quizzes (13 at 10 points each; lowest score dropped)

120   20%
Discussion Board/Video Posts (31 at 2 points each)   62   10%

3 Minute Research Reports (4 at 30 points each)
120   20%
Research Report Peer Evaluations (8 at 5 points each) 40   6%
Group Project
125   20%
Group Project Peer Evaluation (2 at 20 points each)   40   6%
Final Exam

75   12%
Total Points   622   100%

Points	Percentage	Grade	Grade Points
581 - 622	93.4-100%	A	4.00
560 - 580	90.0-93.3%	A-	3.67
539 - 559	86.7-89.9%	B+	3.33
519 - 538	83.4-86.6%	B	3.00
498 - 518	80.0-83.3%	B-	2.67
477 - 497	76.7-79.9%	C+	2.33
457 - 476	73.4-76.6%	C	2.00
435 - 456	70.0-73.3%	C-	1.67
415 - 434	66.7-69.9%	D+	1.33
394 - 414	63.4-66.6%	D	1.00
373 - 393	60.0-63.3%	D-	0.67

Instructor(s) Elizabeth R.M. Diehl, RLA, HTM

Techniques in Horticultural Therapy

(PLS 4XXX)
Credits: 3

Instructor:

Elizabeth Diehl, HTM, RLA
leahdiehl@ufl.edu
(352) 294-5003
Office Hours: By appointment at Wilmot Gardens Greenhouse, 1427 Gale Lemerand Dr.

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 3XXX - Introduction to Horticultural Therapy

Required 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.

Course Website:

This course is conducted entirely online. Lectures can be accessed in Canvas, at UF e-learning (elearning.ufl.edu). Students should view 2 narrated lectures each week to keep up with the

schedule of topics, 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 discussion board. Private questions may be sent to the instructor via email to leahdiehl@ufl.edu.

Course Schedule:

Week	Module & Lecture Topic	Assignments Due
Week 1	The Therapist's Role ▪ Concepts of Therapeutic Relationships ▪ Adjunctive Therapies & Philosophies	
Week 2	The Therapist's Role ▪ Group Dynamics ▪ Leadership ▪ Motivation & Behavior Management	Jan. 13: Syllabus Quiz Jan. 15 & 19: Discussion Board Posts Jan. 17: Self-Introduction Video
Week 3	The Therapist's Role ▪ Ethics & Professionalism ▪ Evidence-Based Practice	Jan. 21: Weeks 1 & 2 Topic Quiz Jan. 22 & 26: Discussion Board Posts & Self-Introduction Video Responses
Week 4	Individual & Group Treatment Plans ▪ Treatment Teams ▪ Intake assessments	Jan. 27: Week 3 Topic Quiz Jan. 29: 3 Minute Research Report: Therapeutic Method Feb. 2: Research Report Peer Evaluations
Week 5	Individual & Group Treatment Plans ▪ Goal Setting ▪ Treatment Process ▪ Documentation	Feb. 3: Week 4 Topic Quiz Feb. 5 & 9: Discussion Board Posts
Week 6	Treatment Session Planning ▪ Programming Inventory ▪ Goals & Objectives	Feb. 10: Week 5 Topic Quiz Feb. 12 & 16: Discussion Board Posts
Week 7	Treatment Session Planning ▪ Task Analysis ▪ Activity Adaptation & Modification	Feb. 17: Week 6 Topic Quiz Feb. 19: 3 Minute Research Report: Education Method

		Feb. 23: Research Report Peer Evaluations
Week 8	Treatment Session Planning • Activity Selection Process • Activity as a Tool • Consideration of Program Types & Goals	Feb. 24: Week 7 Topic Quiz Feb. 26 & March 1: Discussion Board Posts
Week 9	Spring Break	
Week 10	Treatment Session Planning • Session Structure & Process • Resource Needs	March 9: Week 8 Topic Quiz March 11: 3 Minute Research Report: TBA March 15: Research Report Peer Evaluations
Week 11	Treatment Session Planning • Session Review & Evaluation • Resource Planning	March 16: Week 10 Topic Quiz March 18 & 22: Discussion Board Posts
Week 12	Plant Use in Programming • Choosing Plants • Education, Creativity, Sensory Stimulation • Linking Activities	March 23: Week 11 Topic Quiz March 25 & 29: Discussion Board Posts March 27: Virtual Fieldtrip Video
Week 13	Plant Use in Programming • Outdoor Gardening • Activity Ideas	March 30 Week 12 Topic Quiz April 1 & 5: Discussion Board Posts
Week 14	Plant Use in Programming • Greenhouse Gardening • Activity Ideas	April 6: Week 13 Topic Quiz April 8: 3 Minute Research Report: TBA April 12: Research Report Peer Evaluations
Week 15	Project & Review Week • Project Feedback • Review Session	April 13: Week 14 Topic Quiz April 15: Virtual Fieldtrip Peer Response Posts April 15 & 19: Discussion Board Posts April 20: Group Project Due April 22: Group Project Peer Evaluations
Week 16	Exam Week	

Assignments:
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Final Exam (75 points)

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Evaluation of Grades:

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519 - 538	83.4-86.6%	B	3.00
498 - 518	80.0-83.3%	B-	2.67
477 - 497	76.7-79.9%	C+	2.33
457 - 476	73.4-76.6%	C	2.00
435 - 456	70.0-73.3%	C-	1.67

415 - 434	66.7-69.9%	D+	1.33
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373 - 393	60.0-D-63.3%	D-	0.67

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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/