**Cover Sheet: Request 13569**

**PLS 3XXX Introduction to Horticultural Therapy**

**Info**

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**Description of request**

This request is for the approval of a new undergraduate course. This course request should go to CALS - Environmental Horticulture.

**Actions**

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Course|New for request 13569

Info

Request: PLS 3XXX Introduction to Horticultural Therapy
Description of request: This request is for the approval of a new undergraduate course. This course request should go to CALS - Environmental Horticulture
Submitter: Elizabeth Diehl leahdiehl@ufl.edu
Created: 4/11/2019 3:59:40 PM
Form version: 5

Responses
Recommended Prefix PLS
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Introduction to Horticultural Therapy
Transcript Title Intro to Hort Therapy
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation NA
Effective Term Fall
Effective Year 2019
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 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.
Prerequisites Sophomore standing
Co-requisites None

Rationale and Placement in Curriculum As the understanding of and interest in the positive impacts of plants and nature on health and well-being grows, it is important to provide structured academic opportunities for students to learn, practice, and explore facets of these interactions. Horticultural therapy is a professional field that combines knowledge of horticulture and health to help people work toward goals and increase quality of life.
Course Objectives 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

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**

People-Plant Relationships
- History of Plants in Human Life
- Human Dimensions of Horticulture

**Week 2**

People-Plant Relationships
- The Value of Plants in Your Life
- Intrinsic Characteristics of Plants & Nature

**Week 3**

The Profession of Horticultural Therapy
- History & Background
- Current State of the Profession
- Registration & Types of Practice, Standards of Practice & Code of Ethics

**Week 4**

The Profession of Horticultural Therapy
- Stakeholders & the People Served
- Benefits of HT: Cognitive, Physical, Psycho-social, Physiological
- Program Spotlight: TBA

**Week 5**

Horticultural Therapy Models & Program Types
- Therapeutic Horticulture & Horticultural Therapy
- Therapeutic, Vocational, Social Models
- Facilities & Populations Served

**Week 6**

Research & Theories Related to Horticultural Therapy
- Theoretical Bases for Therapeutic Benefits
- Attention-Restoration Theory
- Psycho-Evolutionary Theory
- Other Related Theories

**Week 7**

Horticultural Therapy Settings
- Characteristics of Special Populations
- Program Spotlight: Wilmot Gardens

**Week 8**

Horticultural Therapy Settings
- Characteristics of Special Populations, (con’t.)
- Program Spotlight: TBA

**Week 9**

Horticultural Therapy in Practice
- Treatment Teams
- Treatment Plan Process
- Program Spotlight: Misericordia Gardens

**Week 10**

Horticultural Therapy in Practice
- Goals & Objectives
- Individual Goals vs. Group Goals
- Documentation

**Week 11**

Horticultural Therapy in Practice
- Treatment Activities
- Settings & Resources
- Task Analysis

**Week 12**

Horticultural Therapy in Practice
- Activity Adaptation
- Activity Modification

**Week 13**

Horticultural Therapy Gardens
- Therapeutic Design Characteristics
Week 14
Horticultural Therapy Gardens
Garden Spotlight: St. Louis Children’s Hospital Garden
Garden Spotlight: Massachusetts General Hospital
Garden & Program Spotlight: Legacy Health

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:
hits://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:
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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.
hits://career.ufl.edu/
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 shares a nature-oriented location that you feel has therapeutic qualities. 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 (28 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 (100 points)
In groups of 2-3, 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 benefits applicable to that population. In addition to the written plan, a short video of the activity will be 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 (25 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 (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
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
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<tr>
<td>Quizzes</td>
<td>40</td>
<td>7%</td>
</tr>
<tr>
<td>(13 at 10 pts each; lowest score dropped)</td>
<td>120</td>
<td>21%</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>56</td>
<td>10%</td>
</tr>
<tr>
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<td>56</td>
<td>10%</td>
</tr>
<tr>
<td>3 Minute Research Reports</td>
<td>120</td>
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<tr>
<td>Research Report Peer Evaluations</td>
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<td>7%</td>
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<td>Research Report Peer Evaluations</td>
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<td>Total Points</td>
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**Instructor(s)** Elizabeth R.M. Diehl, RLA, HTM
Introduction to Horticultural Therapy
(PLS 3XXX)
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 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 Prerequisite:
Sophomore standing or permission from the department.

Required Texts:

Selected Readings:
https://ahta.memberclicks.net/assets/docs/ahta%20code%20of%20ethics.pdf

Journal of Therapeutic Horticulture (selected articles)


**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](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:**

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<tr>
<th>Week</th>
<th>Module &amp; Lecture Topic</th>
<th>Assignments Due</th>
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| Week 1 | People-Plant Relationships  
- History of Plants in Human Life  
- Human Dimensions of Horticulture |  |
| Week 2 | People-Plant Relationships  
- The Value of Plants in Your Life  
- Intrinsic Characteristics of Plants & Nature | Aug. 26: Syllabus Quiz  
Aug. 28 & Sept. 1: Discussion Board Posts  
Aug. 30: Self-Introduction Video |
| Week 3 | The Profession of Horticultural Therapy  
- History & Background  
- Current State of the Profession  
- Registration & Types of Practice,  
- Standards of Practice & Code of Ethics | Sept. 3: Weeks 1 & 2 Topic Quiz  
Sept. 4 & 8: Discussion Board Posts & Self-Introduction Video Responses |
| Week 4 | The Profession of Horticultural Therapy  
- Stakeholders & the People Served  
- Benefits of HT: Cognitive, Physical, Psycho-social, Physiological  
- Program Spotlight: TBA | Sept. 9: Week 3 Topic Quiz  
Sept. 11: 3 Minute Research Report: Program Spotlight  
Sept. 15: Research Report Peer Evaluations |
|---|---|
| Week 5 | Horticultural Therapy Models & Program Types  
- Therapeutic Horticulture & Horticultural Therapy  
- Therapeutic, Vocational, Social Models  
- Facilities & Populations Served | Sept. 16: Week 4 Topic Quiz  
Sept. 18 & 22: Discussion Board Posts |
| Week 6 | Research & Theories Related to Horticultural Therapy  
- Theoretical Bases for Therapeutic Benefits  
- Attention-Restoration Theory  
- Psycho-Evolutionary Theory  
- Other Related Theories | Sept. 23: Week 5 Topic Quiz  
Sept. 25: 3 Minute Research Report: HT Research  
Sept. 29: Research Report Peer Evaluations |
| Week 7 | Horticultural Therapy Settings  
- Characteristics of Special Populations  
- Program Spotlight: Wilmot Gardens | Sept. 30: Week 6 Topic Quiz  
Oct. 2 & 6: Discussion Board Posts |
| Week 8 | Horticultural Therapy Settings  
- Characteristics of Special Populations, (con’t.)  
- Program Spotlight: TBA | Oct. 7: Week 7 Topic Quiz  
Oct. 9 & 13: Discussion Board Posts |
| Week 9 | Horticultural Therapy in Practice  
- Treatment Teams  
- Treatment Plan Process  
- Program Spotlight: Misericordia Gardens | Oct. 14: Week 8 Topic Quiz  
Oct. 16 & 20: Discussion Board Posts |
| Week 10 | Horticultural Therapy in Practice  
- Goals & Objectives  
- Individual Goals vs. Group Goals  
- Documentation | Oct. 21: Week 9 Topic Quiz  
Oct. 27: Research Report Peer Evaluations |
| Week 11 | Horticultural Therapy in Practice  
- Treatment Activities  
- Settings & Resources  
- Task Analysis | Oct. 28: Week 10 Topic Quiz  
Oct. 30 & Nov. 3: Discussion Board Posts |
| Week 12 | Horticultural Therapy in Practice  
- Activity Adaptation | Nov. 4: Week 11 Topic Quiz  
Nov. 13 & 17: Discussion Board Posts |
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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/