

Art and Design in the Environment of Care

HUM 6352 Section 08B6

Fall A 2017

Meeting Times and Location: Online

Credit Hours: 3

Instructors: Tina Mullen

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Course Location: <https://lss.at.ufl.edu/>

Course Description

This online course explores the historical and contemporary uses of art and design in the built health care environment. The course will provide the historical context for the evolution of imagery and space for human health and healing and explore practical applications of current health care design. Students will use these concepts to design an innovative, health-related space. Course learning objectives will be introduced through video lectures, reading, writing assignments, visualization, research, weekly online discussions, and individual and group presentations. This course is appropriate for graduate students and professionals of the arts, architecture, humanities, sciences, human services, and health related professions.

Student Learning Outcomes

- Examine the historical roles of the built environment for healing across cultures
- Analyze the foundations of contemporary use of art and design in health-related, constructed environments
- Explore and analyze current healthcare paradigms and issues and how they affect the built environment
- Identify the roles of the arts in health care design
- Develop a personal, creative vision for an innovative health care space
- Translate personal vision into a practical application

Required Texts and Other Materials

Sternberg, Esther M. (2009). *Healing Spaces: The Science of Place and Well-Being*. Boston: Harvard University Press.

Gallagher, Winifred. (2007). *The Power of Place*. New York, New York: Harper Collins Publishers.

Additional readings and online resources are posted in Course Materials on the course website and listed in the Course Outline table below.

HUM6930 Art and Design in the Environment of Care Course Outline

Week	Readings/Media	Assignment	Due Dates
Week 1: Introduction and Historic Context for Healing Spaces <ul style="list-style-type: none"> ▪ Describe broad concepts of healing space ▪ Understand and articulate the human desire for wellness ▪ Define historic context; ancient to modern practices 			
1	<ul style="list-style-type: none"> ▪ Read: <i>The Power of Place</i>, Introduction: The Science of Space ▪ Read: <i>Healing Space: The Science of Place and Well-Being</i>, Chapters 1-3 ▪ Listen: “Healing Space” presentation ▪ Watch: “Mark Hirsch: How a Tree Helped Heal Me” 	1. Instagram Journal Entry 2. Discussion Board 3. Personal Essay 4. Assignment 1: Ancient Healing Spaces 5. Review the course syllabus for all Major Assignments due for the semester.	1. 8/27 2. 8/27 3. 8/27 4. 8/27
Week 2: The Formal Built Environment <ul style="list-style-type: none"> ▪ Identify the different types of health care facilities ▪ Analyze and describe the impact and influence of governing bodies on the built environment ▪ Describe the different health care paradigms 			
2	<ul style="list-style-type: none"> ▪ Read: http://www.healthcaredesignmagazine.com/article/history-hospitals-and-wards ▪ Read: “Architecture as Medicine: The UF Health Shands Cancer Hospital, a Case Study,” Reuben Rainey and Alana Schrader ▪ Read: <i>Healing Spaces: The Science of Place and Well-Being</i>, Chapters 6, 7, 10 ▪ Listen: “Different Types of and Regulation of Health Care Facilities” presentation ▪ Read: “Can the Design of Hospitals Help Patients Recover Faster” ▪ Watch: The Patient Video and Interview: “Out the Damn Window: The View from Inside a Cancer Hospital” ▪ Read: Window on Healing, How artistry, a camera and a great view helped one woman battle cancer ▪ Watch: Brad Pollitt interview 	1. Instagram Journal Entry 2. Discussion Board 3. Reflective Essay	1. 9/3 2. 9/3 3. 9/3
Week 3: Blended Concepts of Human Need in the Built Environment <ul style="list-style-type: none"> ▪ Identify examples of successful blended environments ▪ Discuss the rise of modern technology and its impact on the health care environment ▪ Describe the basic concepts of evidenced-based design 			

3	<ul style="list-style-type: none"> ▪ Read: “Ten rules for 21st century healthcare: a US perspective on creating healthy, healing environments” ▪ Read: “The Role of the Physical Environment in the Hospital of the 21st Century: A Once-in-a-Lifetime Opportunity,” Ulrich. Introduction and Section 3 ▪ Watch: “10-2: Three Months of Hospitalization” presentation ▪ Review: Evidence-based Design Wheel ▪ Review: “Technology and its Impact on the Physical Environment in Health Care” presentation ▪ Read: Final Project Description. 	<p>1. Instagram Journal Entry</p> <p>2. Discussion Board</p> <p>3. Assignment 2: Deep Dive on the Role of the Physical Environment</p>	<p>1. 9/10</p> <p>2. 9/10</p> <p>3. 9/10</p>
<p>Week 4: Arts/Space and Curatorial Experience</p> <ul style="list-style-type: none"> ▪ Describe the different uses and types of art in healing spaces ▪ Identify examples of curated art in the health care environment ▪ Create concepts for final project/presentation space design 			
4	<ul style="list-style-type: none"> ▪ Watch: “Design for Dying” TED talk ▪ Read: A Painting a Day Keeps the Shrink Away ▪ Read: The Healing Power of Art: Can Hospital Collections Help? ▪ Read: (Non)Profit Hospitals: The Art of Acquisition ▪ Read: Visual art in hospitals: case studies and review of the evidence ▪ Read: Caring for NHS art: prevention is better than cure? 	<p>1. Instagram Journal Entry</p> <p>2. Discussion Board</p> <p>3. Assignment 3: Art in Hospitals</p>	<p>1. 9/17</p> <p>2. 9/17</p> <p>3. 9/17</p>
<p>Week 5: Beyond the Walls – Nontraditional healing spaces</p> <ul style="list-style-type: none"> ▪ Describe the impact of the natural environment on the concept of healing space, and identify the qualities that contribute or take away from a successful space ▪ Define different types of alternative healing spaces, including gardens, parks, labyrinths, etc ▪ Identify the contributions of the nontraditional artmaker to the healing environment 			
5	<ul style="list-style-type: none"> ▪ Read: “The Cancer Hospital Art Experience: Employees as Artists” ▪ Read <i>Healing Spaces: The Science of Place and Well-Being</i>, Chapters 5 and 12 ▪ Read: <i>The Power of Place</i>, Winifred Gallagher. Chapters 14 and 15 ▪ Read: “Blueberries,” by Mary Oliver ▪ Read: “Health Benefits of Gardens in Hospitals” by Roger Ulrich ▪ Read: “8 Millennial Trends Shaping the Future of Healthcare” ▪ Watch: “Walking the Labyrinth” ▪ Watch: “What really matters at the end of life” 	<p>1. Instagram Journal Entry</p> <p>2. Discussion Board</p> <p>3. Built Environment Presentation Project Proposal due</p>	<p>1. 9/24</p> <p>2. 9/24</p> <p>3. 9/24</p>
<p>Week 6: Build it and They Will Heal</p> <ul style="list-style-type: none"> ▪ Discuss the importance of replicating the experience of living ▪ Diagram and describe the Kirkbride Plan: St. Elizabeth’s Hospital ▪ Describe how the physical environment impacts behavior 			

6	<ul style="list-style-type: none"> ▪ Read: <i>The Power of Place</i>, Winifred Gallagher. Chapter 7 ▪ Read: “Effects of Healthcare Environmental Design on Medical Outcomes” by Roger Ulrich ▪ "Impact of Visual Art on Waiting Behavior in the Emergency Department" ▪ Read: The Retreat, York, England ▪ Read: Kirkbride Planned Institutions ▪ Read: “Health and nature – new challenges for health promotion” ▪ Watch: Kim Tanzer interview 	<p>1. Instagram Journal Entry</p> <p>2. Discussion Board</p> <p>3. Built Environment Presentation Concept Description due</p>	<p>1. 10/1</p> <p>2. 10/1</p>
<p>Week 7: Process review of final presentation</p> <ul style="list-style-type: none"> ▪ Post and receive feedback of final written and visual presentation. 			
7	<ul style="list-style-type: none"> ▪ There will be no additional learning materials. Students will complete final Instagram Journal entries, discussion board assignments and focus on completing their final project/presentation. 	<p>1. Instagram Journal Entry</p> <p>2. Built Environment Presentation Draft due</p>	<p>1. 10/6</p> <p>2. 10/6</p>
<p>Week 8: Final Critique of the Built Healing Environment</p> <ul style="list-style-type: none"> ▪ Provide final Project/Presentation 			
8	<ul style="list-style-type: none"> ▪ There will be no additional learning materials. Students will focus on completing their final project/presentation. 	<p>1. Instagram Journal Entry</p> <p>2. Final Built Environment Presentation due</p>	<p>1. 10/13</p> <p>2. 10/13</p>

Assignments

(Please refer to the Assignment Guide in Canvas for assignment details and guidelines.)

1. **Instagram Journal Entry (7 posts, 2 points each):** Students will engage in a visual creative practice in response to multidisciplinary weekly prompts throughout the semester and will document the process through Instagram. Students are expected to one to three images per week. Refer to Week 1 Module for Instagram account setup instructions.
2. **Discussion Board (6 posts, 4 points each):** Students will substantively participate in six online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, observation or creative process, will be posted and each student will post an initial response and also respond to a minimum of two other student posts. Students are required to summarize their thoughts at the end of each week's discussion.
3. **Personal Essay (5 points):** Students will look back on their personal history and describe the ideas related to art, health and wellness that have impacted their personal lives. How did you become interested in art, design and health? What do you hope to accomplish throughout this class? (500 words)
4. **Assignment 1: Ancient Healing Spaces (10 points):** Students will identify three examples of historic or ancient healing manmade healing spaces, and provide information on their development and the characteristics that make them unique. (500-750 words)
5. **Reflective Essay (20 points):** Students will write a reflective essay on Human Desire for Wellness: Healing Spaces. Students are expected to select at least two health environments and make comparisons and contrasts between them. What are the qualities that make the spaces selected conducive and/or an impediment to healing and wellness. (750 words)
6. **Assignment 2: Deep Dive on Role of the Physical Environment (10 points):** Read "The Role of the Physical Environment in the Hospital of the 21st Century: A Once-in-a-Lifetime Opportunity." Select one of the four studies referenced in the article, and use additional resources to further explore and explain the research that has been completed around that topic. (500 words)
7. **Assignment 3: Art in Hospitals (10 points):** Students will identify two major hospitals and describe the presence of art at each institution. Do either of the institutions have formal art programs? If so, how do the art programs serve the overall mission of the institution? (500-750 words)

8. **Built Environment Presentation Project Proposal (15 points):** Students will create a short outline proposing their objectives and process for the virtual construction of a built space or environment. The project proposal allows for conceptualization of a personal vision. Feedback from presentation proposal will allow students to advance their vision into a concept description. (250 words)
9. **Built Environment Presentation Concept Description (15 points):** Pending approval of the project proposal by instructors, students will develop a text and visual presentation that begins to articulate and diagram their built healing environment. Acceptable media for development of the design can include: drawing, physical model/diagram, photography, collage, video. A written description is also required. (250-500 words)
10. **Built Environment Presentation Draft (15 points):** Provide draft for evaluation and direction on the final presentation/project.
11. **Final Built Environment Presentation (50 points):** In this third and final stage of project development, students will present a fully realized visual description of their built health/wellness environment, along with a descriptive essay. The essay shall reflect upon concepts presented throughout the course and applied to the built space. Students final project should demonstrate an understanding of the complexities of building in the health care environment and strongly articulate the human need for wellness. (750-1000 words)

Evaluations and Grades

Approximately 77% of the final grade comes from the major assignments

- Final Built Environment Presentation (50 points total)
 - Visual Presentation
 - Written Description
- Final Built Environment Presentation Draft (15 points total)
- Concept Description for Built Environment (15 points total)
 - Visual and written description
- Project Proposal for Built Environment (15 points total)
 - Written Description
- Reflective Essay (20 points)
- Assignment 1: Ancient Healing Spaces (10 points)
- Assignment 2: Deep Dive on the Role of the Physical Environment (10 points)
- Assignment 3: Art in Hospitals (10 points)
- Personal Essay (5 points)

Approximately 15% of the final grade comes from Discussion Board Postings (6 posts, 4 points each)

Approximately 8% of the final grade comes from Instagram Journal Entries (7 weekly reviews, 2 points each)

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa>

Course Procedures and Policies

Naming Your Documents

When naming your assignment document, it will be helpful if you name them by the title of the assignment, i.e. IndResPres_yourlastnamefirstinitial, such as IndResPres_mullenc. If you abbreviate in this manner, it makes finding the assignment and accounting for it an easy and efficient task.

Formatting Documents

All work submitted include discussion board posts and major assignments must use APA formatting. We recommend that you use the online APA Style Guide at the Purdue Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/10/>

Please use APA formatting for document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase.

Completing and Submitting an Assignment

Assignments will be completed and submitted online. To work on an assignment:

Open the appropriate site.

In the [menubar](#), click **Assignments**.

Click the name of the assignment to open it.

To work on the assignment, follow the instructions from your instructor or project leader. You may need to type within the text box, or add an attachment, or both.

To add an attachment, click **Browse** to find and select the file on your computer (maximum 5 attachments by this method), or click **or select files from workspace or site**; see [Options for adding attachments](#).

To see how your assignment will look to your instructor or project leader, click **Preview**.

To save your assignment to complete later, click **Save Draft** at the bottom of the screen. When you want to reopen it, you'll find it listed in the assignment list with a status of "In progress".

Note: While your assignment is saved as a draft, your instructor cannot see it. For your instructor to see it, you must submit the assignment.

When you have finished, click **Submit** at the bottom of the screen.

Note: Don't click **Submit** until you're certain you're finished with an assignment. Once you click **Submit**, you'll no longer be able to access the assignment (e.g., to add more text or attachments) unless your instructor returns it to you.

You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you've successfully submitted the assignment.

Attendance

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>.

Late Assignment Submission Policy

Points will be reduced from late assignments at a rate of 10% per day. This policy does not apply to Discussion Board or Instagram Journal Entries. Late work will not be accepted on the Discussion Board or Instagram Journal Entries. Instructors will not accept work submitted later than three days following the deadline except in extenuating circumstances and with prior approval by the instructor.

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is integral to your learning, and full participation is required. All discussions are expected to be respectful of others and refrain from use of inappropriate language. It is expected that you will log on to the course website and contribute to discussions least three times per week and post daily updates to your Instagram Journal.

Further, all students must adhere to The Honor Pledge and Honor Code, which can be found here: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Communication

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.

Written communication and electronic interaction are central to online learning. Please see the Online Etiquette section of the assignment guide for expectations for written and electronic interactions.

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 which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

All students sign the following statement upon registration at the University of Florida: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

Please review this, as well: <http://meet80462128.adobeconnect.com/plqwc8u1tr/>

University Counseling Services

UF Counseling and Wellness
3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
352-392-1575; www.counsel.ufl.edu

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/>.