Art and Design in the Environment of Care
HUM 6352 Section 08B6
Fall A 2020
Meeting Times and Location: Online
Credit Hours: 3

Instructors: Tina Mullen
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Office Hours: by appointment via Zoom

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 wellness and explore practical applications of current health care design with an emphasis on how the arts influence the human experience in these spaces. 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			
▪ Describe broad concepts of healing space ▪ Understand and articulate the human desire for wellness ▪ Define historic context; ancient to modern practices			
1	▪ Read: *The Power of Place*, Introduction: The Science of Space ▪ Read: *Healing Space: The Science of Place and Well-Being*, Chapters 1-3 ▪ Listen: "Spaces of Wellness…" ▪ Watch: "Mark Hirsch: How a Tree Helped Heal Me" ▪ Watch: Michael Murphy: Architecture that's Built to Health	1. Instagram Journal Entry 2. Discussion Board **3. Personal Essay** **4. Review the course syllabus for all Major Assignments due for the semester.**	1. 8/30 2. 8/30 **3. 8/29** **4. 8/30**
Week 2: The Formal Built Environment			
▪ 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	▪ Read: "Architecture as Medicine: The UF Health Shands Cancer Hospital, a Case Study," Reuben Rainey and Alana Schrader ▪ Read: *Healing Spaces: The Science of Place and Well-Being*, Chapters 6, 7, 10 ▪ Listen: "Different Types of and Regulation of Health Care Facilities" discussion ▪ Read: "Can the Design of Hospitals Help Patients Recover Faster" ▪ Watch: Brad Pollitt interview	1. Instagram Journal Entry 2. Discussion Board **3. Reflective Essay**	1. 9/6 2. 9/5 **3. 9/6**
Week 3: Blended Concepts of Human Need in the Built Environment			
▪ 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	▪ 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. ▪ 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	1. Instagram Journal Entry 2. Discussion Board **3. Assignment 2: Deep Dive on the Role of the Physical Environment**	1. 9/13 2. 9/12 **3. 9/13**

	- Watch: "10-2: Three Months of Hospitalization" presentation - Review: Evidence-based Design Wheel - Review: How Maggie's Centres Help Cancer Patients Find Strength from Within - Read: Final Project Description.		

Week 4: Arts/Space and Curatorial Experience
- 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 | 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? Read: "The Cancer Hospital Art Experience: Employees as Artists" Read: "Arts in Not an Afterthought" | 1. Instagram Journal Entry

2. Discussion Board

3. Assignment 3: Art in Hospitals | 1. 9/20
2. 9/19
3. 9/20 |

Week 5: Beyond the Walls – Nontraditional healing spaces
- 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 | Read *Healing Spaces: The Science of Place and Well-Being*, Chapters 5 and 12

Read: *The Power of Place*, 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" | 1. Instagram Journal Entry

2. Discussion Board

3. Built Environment Presentation Project Proposal due | 1. 9/27
2. 9/26
3. 9/27 |

Week 6: Build it and They Will Heal
- 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 | Read: *The Power of Place*, Winifred Gallagher. Chapter 7 Read: "Effects of Healthcare Environmental Design on Medical Outcomes" by Roger Ulrich | 1. Instagram Journal Entry

2. Discussion Board

3. Built Environment | 1. 10/4
2. 10/3 |

		Presentation Concept Description due	3. 10/4
	▪ "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		
Week 7: Process review of final presentation ▪ Post and receive feedback of final written and visual presentation.			
7	▪ 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.	1. Instagram Journal Entry **2. Built Environment Presentation Draft due**	1. 10/11 **2. 10/11**
Week 8: Final Critique of the Built Healing Environment ▪ Provide final Project/Presentation			
8	▪ There will be no additional learning materials. Students will focus on completing their final project/presentation.	**1. Final Built Environment Presentation due**	**1. 10/16**

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. This format acts as a visual sketchbook for the course – a way to investigate ideas about course topics in an informal yet informative way. Students are expected to post two 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 using the Discussion Board on the course website. A topic or discussion question relating directly to required reading, observation or creative process, will be posted and each student will post an initial response no later than Thursday and also **respond to a minimum of two other student posts**.

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? (5oo words)

4. **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)

5. **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)

6. **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, describe the programs and how they serve the overall mission of the institution? If the institution has a visible presence of art but no formal program, what is the impact of art and how does it serve the institution? (500-750 words)

7. **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)

8. **Built Environment Presentation Concept Description (15 points):** Pending approval of the project proposal by instructor, 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(depending on the student's skill level): drawing, physical model/diagram, photography, collage, and video. If model building is selected, the student must submit digital file examples of previous models for review. A written description is also required. (250-500 words)

9. **Built Environment Presentation Draft (15 points):** Provide draft for evaluation and direction on the final presentation/project.

10. **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 descriptive text. The text 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 and how their concept serves that need. (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

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:

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 2points 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.** Instructor 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/p1eqwc8u1tr/

Personal Assistance Resources

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/

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/