Prerequisites: Graduate Standing

I. Course Description:
A study of issues related to the successful design, construction, operation, and maintenance of acute care facilities.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the mission of the College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”.

The College of Education values and goals are:
1. Academic excellence through critical, reflective, and creative thinking.
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to cultural diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior.
6. Service that enriches the community.

Program Learning Outcomes:
The content of this course advances student learning in conjunction with the learning outcomes identified for the graduate healthcare interior design emphasis as well as additional studies within the College of Human Sciences which would benefit from understanding acute healthcare facilities.

Through study of the curriculum, the student will be able to:
1. Analyze and demonstrate familiarity with current literature of the discipline.
2. Produce work in the preferred style of the field (APA).
3. Analyze current trends in healthcare facility design.
4. Develop a professional network in the healthcare design arena.
5. Apply current research in the discipline to modern healthcare situations.

Student Learning Outcomes:
Upon completion of the course, the student will be able to:
- Explain the characteristics of the three major categories of acute care facilities.
- Discuss the design needs of staff and patients in departments of an acute care facility.
- Identify needed resources for researching acute care design requirements.
- Articulate research findings that advance acute care facility design.
- Identify leaders in the healthcare design field.
- Critique the strengths and weaknesses of a selected acute care interior.
- Demonstrate written, oral, and digital communication skills.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course assignments include assigned readings, review of current research, observations, site visits to facilities, and facility evaluation and analysis. All assignments will guide the student to understand state-of-the-art features in acute care.

Student activities involve reading, locating, compiling and reviewing related literature and resources, reflections, essays, summaries supporting fellow classmates through analyzing workflow, preparing graphic presentations (such as Power Point or Prezi), and completing quizzes and exams.

Instructional strategies involve lecture via content modules, video or audio interviews with healthcare experts, teleconferencing with prominent healthcare design professionals, class discussions, as well as objective and written examinations.

Examples of technology integration in the course include the many tools of the web-based course format, preparation and viewing of original graphic presentations, and tele/video/web-conferencing with field experts.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>COMPREHENSION</th>
<th>500 points possible</th>
<th>Points earned</th>
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<tbody>
<tr>
<td><strong>Discussions</strong></td>
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<tr>
<td>Discussions (minimum 5 @ 22 pts each)</td>
<td>110 pts</td>
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<tr>
<td>Participation (minimum 5 @ 10 pts each)</td>
<td>50 pts</td>
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<tr>
<td><strong>Website/Article Reviews</strong></td>
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<tr>
<td>Website/Article Reviews (minimum 5 @ 20 pts each)</td>
<td>100 pts</td>
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<tr>
<td><strong>Quizzes</strong></td>
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<tr>
<td>Quizzes (12 @ 20 pts each)</td>
<td>240 pts</td>
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<td><strong>APPLICATION</strong></td>
<td>500 points possible</td>
<td>Points earned</td>
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<tr>
<td>Abbreviated Review of Literature</td>
<td>150 points</td>
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<tr>
<td>Acute Care Department Site Visit and Critique</td>
<td>100 points</td>
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<tr>
<td>Acute Care Department Observation Log</td>
<td>50 points</td>
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<tr>
<td>Acute Care Facility Presentation (recorded)</td>
<td>200 points</td>
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Grading Scale:
A=1000-900   B= 899-699   C= 698-498   D= 497-297   F= 296-0
Deductions: One letter grade if more than one unexcused attendance or late assignment, without prior discussion with professor.

V. Tentative Course Outline/Calendar:

Per SFA policy 5.4, (1) an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks over a long semester, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

So, for instance, a 3-credit hour face-to-face course in the spring term should approximate 150 minutes of classroom time/direct instruction and at least 6 hours of out-of-class work per week for fifteen weeks. As you know studio work normally requires more time.

You are responsible for your own time management and striking a work/life balance that will accommodate completion of your assignments.

As stated, this is a TENTATIVE calendar, we try to adhere as close as possible but the best end results are important. Dates may change due to understanding, speaker needs to change date, etc.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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</table>
| Week 1     | Module 1 | • Read content in “Getting Started” module, notably the syllabus. Familiarize yourself with the format and structure of the course by visiting ALL tabs and shared content.  
• Begin reading “Design for Critical Care: An Evidence-Based Approach”  
Introduction  
• Read Article Posted in Module  
• Part One:  
  Chapter 1 Evidence-based Design and Applied Research  
  Chapter 2 Facility Design for Critical Care |
| Jan 18-21  |        |             |
| Week 2     | Module 2 | • Continue reading “Design for Critical Care: An Evidence-Based Approach”  
Part Two:  
  Chapter 3 Design of the Unit  
• Acute Care Overview Module  
• Discussion 1 |
| Jan 22-28  |        |             |
| Week 3     | Module 3 | • Continue reading “Design for Critical Care: An Evidence-Based Approach”  
Part Two:  
  Chapter 4 Design of the Patient and Family Spaces  
• Acute Care Overview, Continued |
<p>| Jan 29-Feb 4 |        |             |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Feb 5-11</th>
<th>Module 4</th>
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<tr>
<td></td>
<td>• Quiz 1: Acute Care Overview, Reading: Chapter 1, 2, 3 and 4</td>
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<td>• Continue reading “Design for Critical Care: An Evidence-Based Approach”</td>
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<td>• Chapter 5 <em>Design of the Staff Support Spaces</em></td>
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<td></td>
<td>• Day Surgery – Operating Room Module</td>
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<td>• Quiz 2: Day Surgery – Operating Room, Reading: Chapter 5</td>
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<td>• Discussion 2</td>
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<tr>
<th>Week 5</th>
<th>Feb 12-18</th>
<th>Module 5</th>
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<tr>
<td></td>
<td>• Continue reading “Design for Critical Care: An Evidence-Based Approach”</td>
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<td>• Part Three: Chapter 6 <em>Creating Therapeutic Environments for Critical Care</em></td>
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<td>• Patient Room Module</td>
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<td>• Quiz 6: Patient Room, Reading: Chapter 6</td>
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<td>• Website/Article Review</td>
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<th>Week 6</th>
<th>Feb 19-25</th>
<th>Module 6</th>
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<tr>
<td></td>
<td>• Continue reading “Design for Critical Care: An Evidence-Based Approach”</td>
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<td>• Part Three: Chapter 7 <em>The People</em></td>
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<td></td>
<td>• Intensive Care Unit Module</td>
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<td>• Quiz 4: Intensive Care Unit, Reading: Chapter 7</td>
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<td>• Discussion 3</td>
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<tr>
<th>Week 7</th>
<th>Feb 26-Mar 3</th>
<th>Module 7</th>
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<tr>
<td></td>
<td>• Continue reading “Design for Critical Care: An Evidence-Based Approach”</td>
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<td></td>
<td>• Part Three: Chapter 8 <em>Activities and Behavior</em></td>
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<td>• Radiology/Imaging Module</td>
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<td>• Quiz 5: Radiology/Imaging, Reading: Chapter 8</td>
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<td>• Website/Article Review</td>
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<tr>
<th>Week 8</th>
<th>Mar 4-10</th>
<th>Module 8</th>
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<tr>
<td></td>
<td>• Continue reading “Design for Critical Care: An Evidence-Based Approach”</td>
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<td>• Part Four: Chapter 9 <em>Research Issues</em></td>
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<td>• Chapter 10 <em>Design and Performance</em></td>
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<td></td>
<td>• Emergency Department Module</td>
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<td>• Quiz 3: Emergency Department, Reading: Chapter 9</td>
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<td></td>
<td>• Discussion 4</td>
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<td>• Release Review of Literature Assignment</td>
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<td></td>
<td>• Release Acute Care Department Project (Site Visit, Critique, Observation Log and Presentation Requirements)</td>
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| Week 9  | Mar 11-17 | Week of Spring Break |
Week 10  
Mar 18-24  
Module 9  
- Continue reading “Design for Critical Care: An Evidence-Based Approach”  
  Part Four: Chapter 10  
- Specialty: Obstetrics/Gynecology – Women’s Center Module  
- Quiz 7: Obstetrics/Gynecology – Women’s Center, Reading: Chapter 10  
- Website/Article Review

Week 11  
Mar 25-31  
Module 10  
- Begin reading “Evidence-Based Healthcare Design” Chapter 1  
- Specialty: Orthopedics Module  
- Quiz 8: Orthopedics, Reading: Chapter 1  
- Discussion 5

Week 12  
Apr 1-7  
Module 11  
- Begin reading “Evidence-Based Healthcare Design” Chapter 2  
- Specialty: Cardiology Module  
- Quiz 9: Cardiology, Reading: Chapter 2  
- Website/Article Review

Week 13  
Apr 8-14  
Module 12  
- Begin reading “Evidence-Based Healthcare Design” Chapter 3  
- Specialty: Physical Therapy Module  
- Quiz 10: Physical Therapy, Reading: Chapter 3  
- Submit Literature Review

Week 14  
Apr 15-21  
Module 13  
- Begin reading “Evidence-Based Healthcare Design” Chapter 4  
- Specialty: Pediatrics Module  
- Quiz 11: Pediatrics, Reading: Chapter 4  
- Discussion 6

Week 15  
Apr 22-28  
Module 14  
- Begin reading “Evidence-Based Healthcare Design” Chapter 5  
- Specialty: Behavioral Health Module  
- Quiz 12: Behavioral Health, Reading: Chapter 5  
- Website/Article Review

Week 16  
Apr 29-May 5  
Module 15  
- Acute Care Department Observation Log Submission  
- Discussion 7

Week 17  
May 6-10  
Finals Week  
- Submit recorded Acute Care Facility Presentations

VI. Readings (Required and recommended):

Some articles will be posted per module to supplement as required reading. Textbooks below:

ISBN: 978-0-7506-6530-8
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty/students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Mental Health
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Student Conduct Criteria:

Excused Absence: Students are responsible for providing the professor with satisfactory documentation for an excused absence as explained above. Such documentation may include forms verifying visits to the Student Health Service, statement from a private physician, obituary, or official University listing of excused absences. Prior notice of an impending excused absence should be made in writing and given to the professor for acknowledgement and dating.

Missed Work: As per University policy, students with an excused absence will be permitted to make-up missed work for absences totaling no more than a maximum of three weeks in a long semester or one week in a summer term. Design students shall request a conference with the professor to make the necessary arrangements. Students will be held accountable for work missed in their absence and all assignments made. For all absences, the student must assume the responsibility for securing all handouts, lecture notes, and other class information, and for meeting established deadlines.

IX: Other Relevant Course Information:

Late Work: Late work without an excused absence will be accepted with the following penalties for being late: 10 points deducted per day the work is not turned in up to 10 calendar days. After 10 calendar days, the work not submitted will be a grade of zero and become the final grade for that assignment for the semester.

Project Reworks: Students electing to rework major studio projects may resubmit them the first day of Dead Week. The projects will be regraded, and the new grade for each project, averaged with the prior grade, will determine a final project grade.
Professional Standards:

1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.

2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly. In particular, effort should be made to retrieve broken leads to preserve floor finish.

3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.

4. Per university policy, smoking is prohibited in Human Sciences South.

5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.

6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.

If student dissatisfaction arises, the design program considers a student’s request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.

Student Grievance Procedures

If you have a concern about a course, you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the SFA Student Handbook. If you do not resolve your concern, you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the SFA Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.