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## SYLLABUS

### IDES 614\_800: Healthy Environments for Patient Populations

#### Course Information

Course title and number	IDES 614_800 – Healthy Environments for Patient Populations
Term	Spring 2026
Modality	Online

#### Instructor Information

Sharmin Kader, Ph.D.

#### Course Description (3)

The course will cover successful programming approaches from an Evidence-Based Design perspective to meet user needs, with an in-depth exploration of research and programs applied to specific populations and needs. Topics covered in class will vary based on the instructor's expertise, invited speakers, and student interests. Topics may include design considerations for special populations, for example: children, elderly adults, ethnic minorities, and women's health. Topics may also include design considerations for special presenting problems, for example: chronic and acute pain management, sleep problems, cancer, Alzheimer's disease, Autism Spectrum Disorders, and depression.

#### Learning Outcomes or Course Objectives

Following successful completion of the course, the students will be able to:

- Consider individual patient needs in larger planning processes.
- Understand and apply Evidence-Based Design literature for special populations and topics.
- Explore in-depth a population or topic of interest to them, and generate practice applications with that knowledge.
- Generate effective and transformative change to support people and communities.
- Apply the concepts of evidence-based design to real-world settings.

#### Course Rationale

Competency is needed for designing spaces for all users regardless of their culture, physical and mental abilities, and body proportions. The designed safety of interiors for homeowners, business owners, or users of public and private spaces requires much more in today's complex world. Current sources of evidence for some populations and topics offer many design and program applications. Identifying needs, developing an evidence base, and implementing applications of this knowledge to special populations and presenting problems are important competencies for the design of healthcare environments.

**Course Format:** Asynchronous learning format

#### Course Content

Introduction to the following content:

- Evidence-Based Design
- Culture and design
- Research in healthcare design
- History and definition of programming
- Programming techniques, documentation, and case studies
- Applications to special populations and topics in healthcare settings

#### Required Textbook:

1. Jones, P. (2013). *Design for Care: Innovating Healthcare Experience*. Brooklyn, NY: Rosenfeld Media, LLC.
2. Pfannstiel, Mario A. (Ed.). (2023). *Human-Centered Service Design for Healthcare Transformation: Development, Innovation, Change*. Springer. <https://doi.org/10.1007/978-3-031-20168-4>.

#### Recommended Literature:

- Center for Health Design (2008). *Building the Evidence Base: Understanding Research in Healthcare Design: Study Guide*, Volume 2. Concord, CA.
- Devlin, A. S., & Kader, S. (Eds.). (2022). *Strategies for Research in Healthcare Settings: Challenges and Opportunities*. Environmental Design Research Association.



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- Gum, L., Prideaux, D., Sweet, L., & Greenhill, J. (2012). From the nurses' station to the health team hub: How can design promote interprofessional collaboration? *Journal of Interprofessional Care*, 26(1), 21–27. <https://doi.org/10.3109/13561820.2011.636157>
- Hamilton, D. K., & Watkins, D. H. (2008). *Evidence-based design for multiple building types*. John Wiley & Sons.
- Hammond, A. (2014). *Babies not burgers: Why we need better-designed labour wards*. The Conversation. <https://theconversation.com/babies-not-burgers-why-we-need-better-designed-labour-wards-22300>
- Joseph, A., & Ulrich, R. (2007). Sound control for improved outcomes in healthcare settings. *The Center for Health Design*, 4, 2007.
- Kader, S. (2016). *Development of Hospice Environmental Assessment Protocol (HEAP): A post-occupancy evaluation tool*. <https://kuscholarworks.ku.edu/handle/1808/21798>
- Kanakri, S. (2012). *The effect of noise on children with autism behavior*. In *Proceedings of the Environmental Design Research Association (EDRA)*.
- Mahmood, A., Chung, S. S., Nanjiba, N., Pandsheno, S., Walsh, J. J., Kader, S., & Canham, S. L. (2025). Creating Compassionate Spaces for End-of-Life Care for Older People Experiencing Homelessness: Protocol for an Environmental Assessment of Hospice Settings. *JMIR Research Protocols*, 14(1), e73356.
- Malkin, J. (2008). *A visual reference for evidence-based design*. Center for Health Design.
- McCullough, C., (2009). *Evidence-based Design for Healthcare Facilities*. Indianapolis: SIGMA Theta Tau International.
- Mroczek, J., Mikitarian, G., Vieira, E. K., & Rotarius, T. (2005). *Hospital design and staff perceptions: An exploratory analysis. The health care manager*, 24(3), 233-244.
- Myler, P. A., Fantacone, T. A., & Merritt, E. T. (2003). Eliminating distractions: The educational needs of autistic children challenge ordinary approaches to school design. *American School & University*, November, 313–317.
- Nanda, U., Chanaud, C., Brown, L., Hart, R., & Hathorn, K. (2009). Pediatric art preferences: Countering the “one-size-fits-all” approach. *Health Environments Research & Design Journal*, 2(4), 46–61.
- Noiprawa, N., & Sahachaisaeree, N. (2011). Interior environment enhancing child development. *Asian Journal of Environment-Behaviour Studies*, 2(6), 43–51.
- Stankos, M., & Schwarz, B. (2007). Evidence-based design in healthcare: A theoretical dilemma. *Interdisciplinary Design and Research e-Journal*, 1, (1), Accessed from <http://www.idrp.wsu.edu/>
- Ulrich, R. S. (1984). View through a window may influence recovery from surgery. *Science*, 224(4647), 420–421. <https://doi.org/10.1126/science.6143402>
- Ulrich, R. S., & Gilpin, L. (2003). Healing arts: Nutrition for the soul. In S. B. Frampton, L. Gilpin, & P. A. Charmel (Eds.), *Putting patients first: Designing and practicing patient-centered care* (pp. xx–xx). John Wiley & Sons.
- Ulrich, R. S., Lundén, O., & Eltinge, J. L. (1993). Effects of exposure to nature and abstract pictures on patients recovering from heart surgery. In *Proceedings of the Thirty-Third Annual Meeting of the Society for Psychophysiological Research*. Abstract published in *Psychophysiology*, 30(Suppl. 1), 7.
- Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., & Zelson, M. (1991). Stress recovery during exposure to natural and urban environments. *Journal of Environmental Psychology*, 11(3), 201–230.
- Ulrich, R., Zimring, C., Zhu, X., DuBose, J., Seo, H., Choi, Y., Quan, X., & Joseph, A. (2008). Review of the research literature on evidence-based healthcare design. *Health Environments Research and Design Journal*, 1(3).
- Ulrich, R., Zimring, C., Zhu, X., DuBose, J., Seo, H., Choi, Y., Quan, X., & Joseph, A. (2008). A review of the research literature on evidence-based healthcare design. *Health Environments Research & Design Journal*, 1(3), 61–125.

### Key Journals for Course Readings

1. **HERD: Health Environments Research & Design Journal**  
*Premier source for peer-reviewed studies linking the environment to health outcomes.*
2. **Environment and Behavior**  
*Articles on environmental influences on human behavior; often includes healthcare contexts.*
3. **Journal of Healthcare Engineering**  
*Focus on design and engineering interventions in healthcare settings.*
4. **Journal of Environmental Psychology**  
*Broad scope with applicability to healthcare facilities.*
5. **Building and Environment**  
*Studies on indoor environmental quality, lighting, acoustics, and infection control.*
6. **Journal of Interior Design (JID)**  
*A scholarly, refereed publication dedicated to a pluralistic exploration of the interior environment.*

**Recommended Membership:** Center for Health Design <https://www.healthdesign.org/join> (Free for Students)

### Methods of Evaluating Student Performance

The students are evaluated by the instructor. Evaluation criteria and methods for determining course grades are distributed to students at the onset of each assignment/project.



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### Grading Policies

Students should refer to the Academic section in Student Rules and Regulations

A. Students' performance will be evaluated based on the following components:

Chapter Assignments/Class Discussion	25%
Weekly Activities (Videos, Fieldwork, Quizzes)	30%
Research Paper -1 (Mid-term)	20%
Research Paper – 2 (Final Exam)	25%
<b>TOTAL:</b>	<b>100%</b>

B. The grading method will be specified in the assignment statement. The final semester grade will reflect all of the student's work through the course of the semester and will use the following standards.

Grade	Percentage
A	100 to 94
A-	93.9 to 90
B+	89.9 to 87
B	86.9 to 84
B-	83.9 to 80
C+	79.9 to 77
C	76.9 to 74
C-	73.9 to 70
D+	69.9 to 67
D	66.9 to 64
D-	63.9 to 60
F	59.9 and below

**LATE WORK** with a delay of 0-2 days will receive a 10-point deduction in the grade; 3-7 days with 20-point deduction. **LATE WORK WITH MORE THAN 7 DAYS OF DELAY WILL NOT BE ACCEPTED.**

Exception to the grading scale policy will occur under the following conditions:

- 1.) Failure to comply with the Class attendance/Assignment/Test Policies
- 2.) Abuse of equipment, laboratory facilities, and/or materials
- 3.) Failure to perform activities as assigned

Grades/points are earned with the accuracy of information provided, timeliness of submissions, attendance, and through effort and collaboration on team assignments/projects.

Students are responsible to submit work in a professional appearance and organized manner, including, but not limited to: neatness, accuracy of information, grammatically correct structure, and reflective of proper techniques/practices.

#### Other Pertinent Grading Information (Rubric Included)

Earning an "A" is not automatic, nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an "A", the student must show an extraordinary devotion to the work and a willingness to push him/herself to a new level of comprehension.

#### Other Important Information

**Course Navigation:** Our course will be entirely online, and all course information will be posted here on Canvas. When navigating on Canvas, you will need to utilize the "Modules" feature. A new module will be posted each week with instructions and content.

**Stay Active to not get Dropped:** If you do not complete any assignments or make any progress in the course for a two-week period, you will be dropped from the class.

**Assignment Completion:** Careful attention has been given to allow the appropriate amount of time to complete projects; assignments typically take between two to three hours of homework time, outside of class, for every one hour in class.

**Digital File Backup:** Be sure to back up digital files daily to an external source other than your laptop (OneDrive, external hard drive, server outside of the university, etc.). Crashes, theft, and loss of information is your responsibility. Digital file failures are not an excuse for late assignments.

**Communication & Correspondence:** You will need to check your official BSU email account daily. Doing so will allow you to view announcements, participate in class activities, and prepare for and complete assignments, quizzes, and projects. Regular Canvas use is critical to accessing course information, announcements, quizzes, lectures, and assignments. You will



need to log into your Canvas course frequently. The course instructor has the authority to make changes to these course policies at any point during the semester. These changes will be promptly communicated to the class.

**Academic Dishonesty:** Academic dishonesty will not be tolerated by the Department of Construction Management and Interior Design. The Student Academic Ethics Policy can be found under the Student Code in the Calendar of Events Handbook.

**Copyright and Unauthorized Sale of Course Materials:** It is inappropriate for any student to post materials that a faculty member has created and, thus, has ownership over. It is also a violation of our Information Technology Users' Privileges and Responsibilities policy Section 6c for students to use Ball State supported systems (e.g. Blackboard or Ball State e-mail) to solicit or advertise for these sites. Students violating this policy may be referred directly to the Office of Student Rights and Community Standards.

**No Generative AI Use:** All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's Student Academic Ethics Policy.

#### Other Helpful Links:

- [www.bsu.edu/studentrights/academicethics](http://www.bsu.edu/studentrights/academicethics) - The Academic Ethics policy is section VII of the Code.
- <http://www.bsu.edu/pledge> - A direct link to the Beneficence Pledge.
- [www.bsu.edu/studentrights/disruption](http://www.bsu.edu/studentrights/disruption) - Disruption in classrooms, offices, and other facilities supporting the University is prohibited by Code section 5.2.9.
- [www.bsu.edu/studentrights/bereavement](http://www.bsu.edu/studentrights/bereavement) - Section 1.6.9 of the Code outlines students' rights to be excused for funerals and bereavement.
- The entirety of the Ball State Code of Student Rights and Responsibilities (Code) is published on-line at <http://www.bsu.edu/studentcode>.

#### Required University Statements and Policy

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

#### Providing Access and Opportunity for Students with Disabilities

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

#### Inclusive Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse as evident in our **Beneficence Pledge**. For Bias Incident Response information,

go to <https://www.bsu.edu/campuslife/multiculturalcenter/bias-incident-reporting> or email [mc2@bsu.edu](mailto:mc2@bsu.edu).

#### Civility Statement

“In a civil classroom environment, the atmosphere is to be a safe place to learn, express, and question. As such, respectful behavior is expected at all times. Students may disagree, question, and counter viewpoints presented without fear of attack or reprimand. Behavior such as talking with classmates at inappropriate times, reading the newspaper, using electronic devices for non-classroom activities, sleeping in class, allowing cell phones and pagers to sound, are considered inappropriate and disrespectful in a civil classroom environment.”

#### Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

#### Syllabus Resources

Visit <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/syllabus-resources> for additional University policies and resources.

#### Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.