

SYLLABUS

ENTR 4100 Consulting Field Project

ID 4758 Advanced Studies in Interior Design

Spring 2019

Introduction to Healthcare Innovation

INSTRUCTOR of RECORD

ENTR 4100

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INSTRUCTOR of RECORD

ID 4758

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CATALOG DESCRIPTIONS **ENTR 4100 Consulting Field Project (3)** *Prereq.: ENTR 3111 and permission of instructor.* Strategic focused field-based project learning experiences and opportunities in public and private organizations. Team-based approach to offering consulting advice to organizations with the goal of improving their performance. Emphasis on experiential approaches that provide a participative type of learning about the crucial issues faced by organizations.

ID 4758 Advanced Studies in Interior Design (3) *Prereq.: consent of instructor. May be taken for a max. of 9 hrs. of credit when topics vary.* Advanced studio work in a predetermined area of specialization at upper level status.

LOCATION and TIME 401 Design Building
Monday, 6:00 – 8:50 PM

COURSE OVERVIEW This course is an interdisciplinary elective for students interested in exploring contemporary trends and future practices in healthcare systems, including health models and equity, policy and administration, innovative business practices, advanced digital technologies, and the built environment.

INSTRUCTIONAL METHODS Instructional methods include lectures, class discussions, facilitated in-class assignments and activities, field study, student presentations, and peer reviews.

LEARNING OUTCOMES At the conclusion of this course, students will:

- Recognize systemic processes in healthcare
- Be familiar with healthcare facility design; it's development and history
- Understand how health and well-being can be achieved via value systems and apply concepts of social justice to racism
- Understand the complexity of advancing innovative practices and delivery
- Understand the value of using an evidence-based design process to achieve the best possible design solutions
- Understand the historical/cultural influences and how aesthetic characteristics of landscape design that influences the restorative design responses and health outcomes.
- Understand the general design guidelines applicable to all landscape types to create a restorative environment.
- Understand the role of interdisciplinary collaboration in achieving optimum healthcare systems

REFERENCES Cama, Rosalyn. *Evidence-Based Healthcare Design*. John Wiley & Sons, 2009.
Jones, Peter. *Design for Care: Innovating Healthcare Experience*. Rosenfeld Media, 2013.

Marcus, Clare Cooper and Sachs, Naomi. *Therapeutic Landscapes: An Evidence-based Approach to Designing Healing Gardens and Restorative Outdoor Spaces*. Wiley, 2014

Miller, Richard L., et al. *Hospital and Healthcare Facility Design*. W.W Norton & Co., 2012.

WEB RESOURCES

[Aging 2.0 The Reverse Pitch](#)
[American Academy of Healthcare Interior Designers](#)
[American College of Healthcare Architects](#)
[Center for Health Design](#)
[Evidence Based Design Journal](#)
[International WELL Building Institute](#)

COURSE OUTLINE

Sixteen Week Course Outline

WK.	TOPIC
1	Future of Healthcare: Changing the Conversation
2	MLK Holiday
3	Social Justice and Health Promotion
4	Healthcare Business Models and Solutions
5	Role of Healthcare in Community Development
6	Human Health and the Interior Environment
7	Innovative Healthcare Architecture
8	Mardi Gras Holiday
9	Research and Design Practice
10	Healthcare and Restorative Landscape Design
11	Site Visit (LSU Health Sciences Center, New Orleans): Saturday, March 23
12	Technology and Digital Practices
13	Aging 2.0 Reverse Pitch
14	Spring Break
15	Research Presentations
16	Exam Week: No Class

COURSE MANAGEMENT

Moodle (Modular Object-Oriented Dynamic Learning Environment) is LSU’s Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course MOODLE site daily.

GRADING SCHEME

Letter grades will be assigned as follows: A+ 98-100, A 94-97, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 71-76, C- 68-70, D+ 65-67, D 62-64, D- 58-61, F 57 and below. Late assignments receive a ½ letter grade deduction for each class period it is late. Course grades will be computed as follows:

COURSE REQUIREMENTS	PERCENT
Assignments 9 Assignments (Reading Responses, Reflections, In-Class Activities)	30%
Site Visit LSU Health Sciences Center and Veterans Services	10%
Aging 2.0 Reverse Pitch	10%
Team Research Project or Case Study Preliminary Proposal (5%) Process (5%) Final Project - Deliverables (25%) Presentation (10%)	45%
Participation	5%
TOTAL	100%

Description of Activities that will be Graded:

Reading Assignments, Reflections, Pre and Post-Seminar Survey (30% of final grade): Complete 9 assignments (reading responses, reflections and/or in-class activities). Submit assignments on Moodle.

Site Visit (10% of final grade): Participate in a site visit and tour to LSU Health Sciences Center and Veterans Services, New Orleans, on Saturday, March 23, 8:00 AM – 6:00 PM.

Aging 2.0 Reverse Pitch (10% of final grade): Participate in the Aging 2.0 Reverse Pitch competition sponsored by Aging 2.0 Baton Rouge Chapter. This event takes place on Monday, April 8, 6:00 – 8:00 PM.

Research Project or Case Study (45% of final grade): Select a topic or issue germane to the course content. Format and deliverables must be approved by the instructors. This is a team project and team assignments will be distributed during the first class.

Participation (5% of final grade): Attendance and participation in class discussions.

ATTENDANCE

Attendance is mandatory during scheduled class time. You are expected to be on time and come to class fully prepared. If, for any reason, you are unable to attend class notify the instructor in advance. It is the student's responsibility to secure handouts, notes or other information missed due to an absence from class. *More than three unexcused absences may constitute grounds for attendance probation.*

Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU General Catalog, Attendance Regulations: *An absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid.* The University's Policy Statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. *Policy Statement 31* discusses the University's policy on observance of religious holidays in further detail.

EXPECTATIONS

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information see: <http://catalog.lsu.edu/content.php?catoid=12&navoid=822>.

CODE OF CONDUCT

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

PLAGIARISM/CITATION

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use MLA (Modern Language Association) formatting and style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

GROUP WORK

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

DISABILITY SERVICES

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

ACADEMIC SUCCESS

The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (<http://students.lsu.edu/academicsuccess>). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (<http://cxc.lsu.edu>) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (<http://students.lsu.edu/careercenter>) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four-year career plan to ensure success when you graduate from LSU.