

**HID 776****Design Thesis Research****3 Credits****Fall Spring Semester****Prerequisite Course(s)****Course Description:**

The core of the healthcare interior design thesis is neuroscience-informed design strategy. This course is structured to engage the processes involved in planning a thesis research project by compiling and organizing research that will lead to the production of a thesis design project. A survey, critical analysis and synthesis of research strategies and methods serve as core elements that support the development of a well-conceived proposal for the Master of Healthcare Interior Design Thesis. Pursuant to regularly scheduled meetings with a thesis advisor and thesis committee members each student identifies a healthcare design issue, formulates a representational position, and outlines a strategy for developing substance and methodology for the thesis project.

This seminar course provides a framework for articulating a thesis problem, defining an appropriate thesis topic, researching methodologies, writing a comprehensive proposal, and the development of a research plan.

**Course Overview:****Week 1:****Course Structure and Overview**

- research versus insight
- the research/design relationship
- design as research
- scientific method

Reading: The Designer's Guide to Doing Research: Applying Knowledge to Inform Design by S. Augustin, C. Coleman, Chapters 1 and 2

"Visual and Statistical Thinking: Displays of Evidence for Making Decisions", by E. Tufte, Edward. in Visual Explanations, pgs. 27-53.

DISCUSSION OF STUDENTS' IDEAS FOR THESIS TOPICS

**Week 2:****Design Research and its Influence on the Practice of Design**

- generalizing design thinking
- design research as a response to social and environmental conditions
- design research to gain understanding of informed design strategies

Reading: The Designer's Guide to Doing Research: Applying Knowledge to Inform Design by S. Augustin, C. Coleman, Chapters 2 and 3

"A Thesis in the Thesis" from Trace: Conversations by T. Schumacher, L. Thomas Baltimore: University of Maryland School of Architecture, 2001. pgs. 54-57.

DUE: DRAFT OF THESIS STATEMENTS

**Week 3:****Researching Context, Process - General Concepts**

- economic context of design and research
- design process
- research process

Reading: The Designer's Guide to Doing Research: Applying Knowledge to Inform Design

by S. Augustin, C. Coleman, Chapter 4  
REVIEW OF PRELIMINARY PROPOSALS

Week 4:

Planning and Organizing a Project-Specific Comprehensive Research Plan

- overview of types of research
- differences in types of research: applied or theoretical
- comparing research tools
- merits of using several different research tools to answer any research question
- core concepts
- design-project-based information gathering
- social-science-based information needs

Reading: The Designer's Guide to Doing Research: Applying Knowledge to Inform Design

by S. Augustin, C. Coleman, Chapter 5

REVIEW OF EACH STUDENT'S ONE PAGE PROPOSAL FOR THESIS STATEMENT

Week 5:

Guiding Principles for Thesis Projects

DUE: TIMELINE FOR THESIS STUDY AND THESIS BIBLIOGRAPHY

Week 6

The Goals of Project Initiation

- research for competitive advantage
- peer-reviewed studies
- literature reviews
- experience sampling method

The Goals of Investigation

- research as a process of discovering a client's needs
- interviews
- cognitive mapping
- content analysis—verbal material
- content analysis—visual
- surveys

Reading: The Designer's Guide to Doing Research: Applying Knowledge to Inform Design

by S. Augustin, C. Coleman, Chapter 6

IN PROGRESS: PROGRAM DEVELOPMENT

Week 7

The Goals of Integration in Schematic Design

- how research informs the schematic design process
- behavior mapping
- observation
- space syntax
- social network analysis
- discussion groups
- space simulation
- experiments

IN PROGRESS: PROGRAM DEVELOPMENT

Week 8

Mid-term Examination

REVIEW OF REVISED AND REFINED PROGRAM, TIMELINE, AND BIBLIOGRAPHY

IN PROGRESS: PROGRAM DEVELOPMENT

Week 9

Discussion and Analysis of Methodologies  
PRESENTATIONS OF ANALYSIS AND PRECEDENTS  
IN PROGRESS: PROGRAM DEVELOPMENT

Week 10

Continued Refinement of Program

Issues specific to the development and refinement of each student's project addressed in consultations with faculty and thesis advisors

IN PROGRESS: PROGRAM DEVELOPMENT

Week 11

Continued Refinement of Program

IN PROGRESS: PROGRAM DEVELOPMENT

Week 12

Continued Refinement of Program

IN PROGRESS: PROGRAM DEVELOPMENT

Week 13

Project Logistics

Review and discussion of Graduate Thesis Guidelines

Issues specific to the development and refinement of each student's project addressed

Week 14

Final Presentations

Presentations of Thesis Proposals to Thesis Advisor and Faculty

Week 15

Final thesis proposal documents due.

Hard copy (3 copies) + digital submission to Thesis Advisor

### **I. Course Learning Objectives:**

Upon completion of the course, students will be able to:

- identify the primary questions that currently structure the discipline and extra-disciplinary concerns which healthcare interior design must respond to in the 21st century
- identify and utilize source materials and precedents
- research into specialized areas of healthcare and health promoting design
- research and investigate an environment topic with special emphasis on direct and indirect health correlates of interior environmental spatial qualities
- articulate a theoretical and methodological foundation for a graduate design thesis
- develop a research plan—on argument, context, method of inquiry, precedent case studies, site, representational media and design strategies
- produce a sound design thesis proposal

### **II. Texts, readings, and instructional resources:**

Required Texts:

The Designer's Guide to Doing Research: Applying Knowledge to Inform Design

By S. Augustin, C. Coleman

Diagramming Design Research by D. Wang, Journal of Interior Design, Volume 33, Issue 1, pages 33–43, September 2007

Interior Design Research: A Human Ecosystem Model by D. Guerin,

Home Economics Research Journal, Volume 20, Issue 4, pages 254–263, June 1992

Recommended Texts and Readings:

Inquiry by Design: Environment/Behavior/Neuroscience in Architecture, Interiors, Landscape, and Planning by J. Zeisel  
Proposals that Work: A Guide for Planning Dissertations and Grant Proposals by L. Locke, W. Wyrick Spirduso, and S. Silverman  
Design Research: A Disciplined Conversation by C. Nigel, Design Issues. Vol. 15, No. 2., pp. 5-11.  
Research Methods in the Social Sciences by C. Frankfort-Nachmias, and D. Nachmias  
Programming for Design: From Theory to Practice by E. Cherry  
Case Study Research: Design and Methods by R. Yin  
Design Methods: Seeds of Human Futures by C. Jones  
Healing Homes: Design to Promote Recovery and Well Being  
by American Society of Interior Designers

### **III. Assignments, evaluation procedures, and grading policy**

- Academic Requirements:
  - Description of Instructional Procedures
- Lectures are intended to introduce and clarify topics, and to serve an integrative function in the individualized development of knowledge.  
Discussions are intended to raise the levels of empirical and abstract knowledge about specific subject matter.

Academic Requirements in compliance with Council for Interior Design Accreditation (CIDA) Professional Standards:  
<http://accredit-id.org/wp-content/uploads/2010/03/Professional-Standards-2014.pdf>

#### Standard 2. Global Perspective for Design

##### Student Learning Expectations

Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) the implications of conducting the practice of design within a world context.

c) how design needs may vary in cultural and social groups with different economic means.

#### Standard 3. Human-centered Design

##### Student Learning Expectations

a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates:

b) the ability to appropriately apply theories of human behavior in the built environment.

c) the ability to select, interpret, and apply appropriate anthropometric data.

d) the ability to appropriately apply Universal Design principles.

#### Standard 5. Collaboration

##### Student Learning Expectations

Students have awareness of:

a) team work structures and dynamics.

b) the nature and value of integrated design practices.

#### Standard 6. Communication

##### Student Learning Expectations

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

b) express ideas clearly in oral communication.

c) express ideas clearly in written communication.

d) express ideas clearly through visual media (ideation drawings and sketches).

e) produce presentation drawings across a range of appropriate media.

f) produce integrated contract documents including drawings, schedules, and specifications appropriate to project size and scope.

g) integrate oral and visual material to present ideas clearly.

Standard 14. Regulations and Guidelines

Student Learning Expectations

Students have awareness of:

a) sustainability guidelines.

b) industry-specific regulations.

Student work demonstrates understanding of laws, codes, and standards that impact fire and life safety, including:

c) compartmentalization: fire separation and smoke containment.

d) movement: access to the means of egress including stairwells, corridors, exitways.

e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.

f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students apply:

g) federal, state/provincial, and local codes.

h) standards.

i) accessibility guidelines.

### **Administrative Requirements:**

Course Completion Requirements:

- Completion and submission of thesis research document per following format:
  1. abstract
  2. introduction
  3. thesis statement
  4. literature review
  5. research design
  6. research findings
  7. conclusion
  8. design methodology
  9. design media and design project deliverables
  10. weekly schedule design project
  11. annotated bibliography
  12. appendices
- Presentation and defense of completed project by articulating corresponding relationships between program and proposed design strategies
- General course requirements are participation in weekly seminar discussions, completion of readings and assignments, and the preparation of multiple iterations of thesis proposals ranging from a brief initial exploration through to the final proposal itself. The format of the course involves group study in seminar and occasional studio

format, periodic reviews, and ongoing communication with a Thesis Advisor. At the end of the semester, each student will submit a Design Thesis Proposal that clearly defines the argument and the complete criteria that will be addressed through the synthetic and projective work of the Design Thesis Project (HID 777 Design Thesis )

### **Administrative Requirements:**

Evaluation of student performance:

Class attendance and participation play an important role in determining the final grade. Discussions ensure thought-provoking exchanges predicated on reading assignments before the associated class. In addition, student presentations of work in progress and constructive criticism from their colleagues are evaluated.

Approximate grading weights appear as follows:

Midterm Examination 20%

Research Proposal and component drafts 50%

Class Participation 30%

TOTAL 100%

The final grades assigned on a point basis for the course as follows:

90 and above A

86 – 89 A-

83 – 85 B+

80 – 82 B

Below 80 B- and lower

### **Letter Grade Description**

**A Superior:** Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner, but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.

**B Above Average:** Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.

**C Average:** Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take "satisfaction" in the average resolution of the exercise and/or course.

**D-F Failing:** Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.

**I Incomplete:** An "incomplete" on a project can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical

records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor's attention in advance of the class(es) that may be missed. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor's policy.

I An "incomplete" in a course is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

Instructors are permitted to assign + or - to grades. However, there is no grade of "A+" within these guidelines.

### **School of Architecture Grading Policy**

Any course required for a major in which a grade of C+ or less is received for a graduate level course, the course must be repeated with an earned grade of B- or above.

### **IV. Course Schedule:**

Week 1:

Course Structure and Overview

DISCUSSION OF STUDENTS' IDEAS FOR THESIS TOPICS

Week 2:

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DUE: DRAFT OF THESIS STATEMENTS

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## V. Standard Provost's Statements

<http://www.unlv.edu/provost/policies-forms#P>

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's



control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)