

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of **Human Environmental Studies**
 Course Title: **Environmental Design in Human
Services**

Course Number: **DS618**
 New: **Spring 2013**

I. Catalogue Description and Credit Hours

Study of the principles and theories involved in designing effective home, office, educational, health care, hospitality, service, and retail environments. **(3)**

II. Prerequisite(s)

None

III. Purposes or Objectives of Course

- A. Examine the theories associated with the field of environmental psychology.
- B. Examine physiological and psychological reactions to the built environment.
- C. Identify the characteristics and special needs of children, elderly, and disabled individuals as they relate to the design of environments.
- D. Summarize examples of current literature relating to the design of specific environments.
- E. Develop a plan for a new environment for one of the areas listed in the course outline; or complete a research study of an existing environment.

IV. Student Learning Outcomes

- A. Students will identify the characteristics and special needs of children, elderly, and disabled individuals as they relate to the design of living environments.
- B. Students will identify the theories of environmental perception.
- C. Students will apply practical design solutions to a specific environment.

V. Expectations of Students

- A. Active participation in class discussions and activities.
- B. Successful and timely completion of all course assignments and readings.
- C. Successfully complete examinations and quizzes.
- D. Successfully complete one design project/research paper.

VI. Course Outline or Content

Hours

- | | |
|--|----------|
| A. An Introduction to Environmental Psychology | 3 |
| 1. Human behavior and the environment: Which came first? | |
| 2. Governing perspectives in psychology | |
| 3. Conflicting views within psychology | |
| 4. History of environmental factors within psychology | |
| 5. Psychology | |

6. Defining the profession
7. Practical applications in Human Services

B. Foundational Theories of Environmental Psychology 3

1. Environmental psychology today
2. Theories of the human-environment relationship
3. Theories of environmental perception
4. Overlapping theories, models, and perspectives
5. Practical applications in Human Services

C. Psychobiology of Behavior 3

1. Behavioral neuroscience: The biology of sensation
2. Brain physiology and behavior
3. Biological sensation
4. Cognitive conceptions of the environment
5. Neurochemicals and hormones
6. Stress and behavior
7. Stress and stressors
8. Cognitive disorders
9. Practical applications in Human Services

D. Sensation and Perception 3

1. Perception
2. Stimulus response
3. Subliminal perception
4. Illusions
5. Anthropomorphizing
6. Gestalt theories of perception
7. Cognitive interpretations
8. Practical applications in Human Services

E. The Human Condition 3

1. Evolution and gender
2. Personality
3. Designing for screeners versus nonscreeners
4. Personal space
5. Territoriality
6. Privacy
7. Crowding and density
8. Memory
9. Practical applications in Human Services

F. Information Management 3

1. Sensory design
2. Aesthetics
3. Symbols and iconography
4. Culture and tradition
5. Color
6. Wayfinding
7. Practical applications in Human Services

- G. Infants, Toddlers, and Childhood** **3**
1. The fetus: Our first environment
 2. Infancy and sensory neural development
 3. Toddlerhood and preschool years
 4. Childhood
 5. Preadolescence and adolescence
 6. Effects of stress on youth
 7. Injury and illness
 8. Space, place, and privacy
 9. Practical applications in Human Services
- H. The Elderly Population** **3**
1. The geriatric population
 2. Physical conditions and disorders
 3. Neural disorders
 4. Facilities for the elderly
 5. Movement and mobility
 6. Healing gardens and other living spaces
 7. Practical applications in Human Services
- I. Persons with Disabilities** **3**
1. Defining disabilities
 2. Issues with disabilities
 3. Visual impairments
 4. Hearing impairments
 5. Deaf blind
 6. Touch and feeling
 7. Issues of mobility
 8. Cognitive processing
 9. Practical applications in Human Services
- J. The Environment Called Home** **3**
1. Concepts of place
 2. Meaning of place
 3. Place attachment
 4. The meaning of home
 5. Concepts of home
 6. Influential factors in residential satisfaction
 7. Evolution of home
 8. Green spaces
 9. Practical applications in Human Services
- K. Learning and Education** **3**
1. Brain development and learning
 2. Child care centers and preschools
 3. Schools
 4. Facility design
 5. Classroom design
 6. Ambient conditions

7. Other educational environments
8. Safety and security
9. Practical applications in Human Services

L. Office Environments	3
1. Organizational structures	
2. Office culture	
3. The home office	
4. Workplace health and safety	
5. Sick building syndrome	
6. Stress and satisfaction	
7. Environmental analysis	
8. Practical applications in Human Services	
M. Health Care Environments	3
1. Perceptions of the health care institution	
2. Issues in health care environments	
3. Patient populations	
4. Overview of health care facilities	
5. Design features of the health care setting	
6. Practical applications in Human Services	
N. Resorts and Recreation	3
1. Considerations for the visually impaired	
2. Hospitality environments	
3. Hospitality patrons	
4. Design issues in hospitality settings	
5. Types of hospitality environments	
6. Back to nature	
7. Shared real estate	
8. Practical applications in Human Services	
O. Retail and Service Environments	3
1. Association	
2. Image and setting	
3. Shoppers and consumers	
4. Personal experience	
5. Service delivery	
6. Design concerns	
7. Banks and convenience stores	
8. Third places	
9. Restaurants and cafés	
10. Retail spaces	
11. Shopping malls	
12. Safety and security	
13. Practical applications in Human Services	

Total Contact Hours **45**

VII. Textbook(s) and/or Other Required Materials or Equipment

Kopec, D. (2012). Environmental Psychology for Design 2nd Ed. New York: Fairchild Publications.

VIII. Basis for Student Evaluation

A. Design project/research paper	50%
B. Design critiques, class discussions, readings, and written assignments	25%
C. Examinations and quizzes	<u>25%</u>
	100%

Grading Scale

100% - 93% = A
 92% - 85% = B
 84% - 76% = C
 75% - 0% = F

Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XI. Academic Integrity Statement:

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to (supervisor name here).