SYLLABUS - Honours Bachelor of Interior Design
Interior Design Studio 6 | INDE 3008

Monday - 9 am to 11:50 am - Rm. A221
Tuesday - 9 am to 11:50 am - Rm. A221

Course Description

"Design for Health" challenges students to revolutionize our understanding of waiting spaces in healthcare environments. This term, we will focus on reimagining an underutilized hospital space, transforming it from a place of passive waiting into a dynamic hub of engagement and purpose.

Students will explore how a single space can simultaneously serve multiple communities and needs: emergency room visitors seeking comfort during extended stays, hospital patients awaiting test results or recovery time, healthcare staff between shifts, and community members looking for connection. The project leverages an expansive architectural space characterized by elements of awe and openness to create an environment where waiting transcends its traditional, static nature.

The core question driving this exploration is: **How can we transform waiting from a dreaded experience into an opportunity for growth, interaction, and fulfillment?**

Through the lens of inclusive design, students will develop solutions that address the diverse needs of short-term and long-term patients, various healthcare staff, and the broader community. The goal is to demonstrate how innovative inclusive design thinking can transform an institutional necessity - waiting - into a powerful asset that enhances the healthcare experience for all stakeholders.

This project challenges students to reimagine not just a space but the very concept of waiting itself, creating an environment where time spent waiting becomes time spent living, connecting, and healing.

Prerequisite(s):

INDE 2005 - Design Communications 4
INDE 3000 - Interior Design Studio 5
INDE 3001 - Interior Detailing 3 - CADD 3D
INDE 3002 - Building Technologies: Mechanical, Safety and Acoustical Systems

Instructing Faculty

Name: Dr. Tara O'Neil (tara.oneil@georgiancollege.ca)
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Credentials

I possess a diverse educational background, including a Bachelor of Applied Arts in Interior Design from Toronto Metropolitan University, a Master of Design in Strategic Foresight and Innovation from OCAD University, and a Ph.D. in Inclusive Design and Creative Technology Innovation with a focus on transdisciplinary innovation from University College Dublin. Professionally, my experience spans key roles such as Chief Creative Officer and VP of Retail Design and Strategy in prominent retail design studios based in Toronto. My career includes significant work in India and leadership of international multidisciplinary design teams. In the field of education, I have dedicated several years to teaching subjects like innovation, design thinking, and immersive environments. Currently, I'm engaged in research and project development with SMARTlab Niagara, focusing on using emerging technologies to foster resilient communities.

Teaching Philosophy

My teaching philosophy is rooted in three core elements: Embodied Learning, Inclusive Design, and Awe-Inspired Change. I believe in 'learning by doing', where active engagement leads to deeper understanding and sparks the creative process. Inclusivity is at the heart of my methodology, adopting a 'one size fits one' philosophy that values and uplifts every individual's unique perspective. Finally, I strive to instill a sense of awe, leveraging its transformative power to challenge existing biases and catalyze the adoption of new, innovative ways of thinking.

Required Resources

1. Journal Articles – Titles will be shared in class – students can access directly though the library.
2. Tracing paper and markers

Overview of Activities

WK		Theme/Lesson	Accountability
1	Class 1	Introduction to Course Horizon Scanning Workshop (data) Inclusive Design Workshop (data) Introduce 3 user groups Zotero	ASSIGNED Assignment 1: Journal Reading (due as assigned) ASSIGNED Assignment 2: Generative Interview (due wk 3 Class 2) ASSIGNED Assignment 3: Horizon Scan (due wk 2 class 1
1	Class 2	Design Strategy Tools 5 whys (pairs) (data) Fishbone Diagram (class) (data) Find precedent of waiting reimagined Find Example of best-in-class healthcare Pre Course Survey	ASSIGNED Project 1: Design Strategy (due wk 5 class 1)
2	Class 1	Generative Interviews (data) **Conducted in this class and Andreas 9-4pm**	
2	Class 2	Trends Analysis Impact Uncertainty Miro (data) Journal Discussion (data) VR Headsets – Overview Create Avatars	DUE **Assignment 3 Horizon Scan:** Present trends in class **Journal Discussion 1 waiting**
3	Class 1	Empathy Mapping (data) Inclusive user Inclusive Design Mapping (data) Journal Discussion (data) Spatial Activity VR	**Journal Discussion 2 waiting** ASSIGNED Project 2: Design for Health Presentation (due wk 9 Class 1+ 2)
3	Class 2	Interview Analysis Miro (data) Journal Discussion (data)	DUE **Assignment 2:** Generative interview **Journal Discussion 3 waiting**
4	Class 1	Journal Discussion (data) Data Analysis Miro Design Strategy in class exercise card game Golden Circle Developing Brand Character	**Journal Discussion 4 waiting**
4	Class 2	Journal Discussion (data) Writing a Positioning Statement Bubble Planning Rendered Floor Plans Jayden Lumion Studio	**Journal Discussion 5 waiting** ASSIGNED Project 3: Marketing Movie (due wk 11 Class 2) ASSIGNED Project 4: VR Presentations (due wk 14 all day)
5	Class 1	Journal Discussion Business Model Canvas Biophilic Design in Healthcare	**Journal Discussion 6 Tech**
5	Class 2	Doblin's 10 Types of Innovation Petcha Kutcha Template Studio	

Overview of Activities

6	Class 1	Share Design Strategy Petcha Kutcha VR experience	Due **Project 1:** Research Manual + Design Strategy
6	Class 2	Foresight Studio Futures Wheel and Scenario Planning	
7	Class 1	Family Day – no Class	
7	Class 2	Studio – Milestone Plan review + Milestone Presentation template Storytelling	
		No Classes - Reading Week	
8	Class 1	Studio Milestone Views	
8	Class 2	Studio Milestone – are you solving the issue – Final slide	
9	Class 1	Presentations Round 1 – Feedback Micro Survey 1	DUE **Project 2** **Then Future of Waiting Presentations**
9	Class 2	Presentations Round 1 + Feedback Micro Survey 1	DUE **Project 2** **Then Future of Waiting Presentations**
10	Class 1	Emerging Technology VR Experience	
10	Class 2	Studio Milestone Storyboard Template for video	
11	Class 1	Studio	
11	Class 2	Presentations + Feedback Micro Survey 2	DUE **Project 3:** **Marketing Movie**
12	Class 1	Studio Spatial Experience	
12	Class 2	Studio	
13	Class 1	Studio Spatial Review	

Overview of Activities

13	Class 2	Intro	Studio	
14	Class 1		**PRESENTATIONS Re-present from week 9** VR Experience – Spatial IO Micro Survey 3 Post Course Survey	DUE **Project 4:** **VR Presentations**

Please refer to the *Weekly Schedule of Activities on Blackboard* for detailed weekly information.

Evaluation

Work	Description		Value
Assignment 1	Journal Discussion Group is a critical analysis of academic journal articles focusing on interior design, innovation, and creativity, focused on health and wellness environments		5%
Assignment 2	Generative Interview Students will use a Metaphor Elicitation Technique to conduct generative interviews. This method helps uncover deeper user insights and tacit knowledge through structured discourse, building research skills and human-centered understanding.		10%
Assignment 3	Horizon Scan Using the STEEPV framework, students will conduct horizon scanning to identify emerging, mega, and outlier trends affecting healthcare's future. Through analysis of non-mainstream sources and supporting evidence, students will explore these trends' potential impacts, culminating in a 2075 future scenario exercise.		10%
Project 1	Design Strategy Students will synthesize insights from multiple research methods to develop a unique design strategy for healthcare waiting areas. By analyzing patterns in their consolidated findings on Miro, students will reimagine waiting as a meaningful and strategically aligned healthcare experience.		20%
Project 2	The Future of Waiting Students will develop a comprehensive design solution for :waiting" at Victoria General Hospital's serving emergency patients, admitted patients, staff, and community members. Building on their research and strategy, students will transform institutional spaces into engaging environments where waiting becomes purposeful, supported by detailed documentation and visualizations.		20%
Project 3	The Future of Waiting Movie Students will make revisions based on feedback from their presentations and transform their waiting area design solutions into compelling presentations through the development of a marketing movie. This phase focuses on design refinement and professional presentation skills, combining storytelling and immersive technology to effectively communicate their concepts to clients.		15%
Project 4	The Future of Waiting VR Presentations Students will make revisions based on the last two presentations and develop their waiting area design solutions into compelling a VR experience. Students will present in VR will others will also join in VR.		20%

Evaluation

	Presenters will take questions after the presentation and guests will then have the opportunity to explore for additional 5-10 minutes		

Please refer to *Project Summary(s)* for detailed project information.

The sequence and content of this syllabus may change due to unanticipated opportunities or challenges, or to accommodate the learning styles of the students.

Assessments

In this course, a grade of 75% will be awarded to students who meet all the requirements outlined in the project summary and rubric. Achieving this grade indicates that the fundamental expectations have been met satisfactorily. To earn a grade higher than 75%, students must demonstrate mastery and a profound understanding of the subject matter. This involves making new connections, providing insightful analysis, and showcasing original discoveries. Such exemplary work should reflect a deeper engagement with the project, going beyond the basics to exhibit critical thinking and innovative problem-solving skills. Only through this level of intellectual rigour and creativity will students achieve marks that exceed the baseline criteria.

Students are encouraged to take risks and experiment boldly, understanding that failure through such risk-taking does not equate to failure in marks; rather, it is an essential part of the learning process and can contribute to a deeper, more meaningful educational experience.

The pass/fail system is straightforward, students are provided with a list of requirements, if you include all the requirements, to the standards outlined, you will receive full marks. Marks are lost when items are missing or incomplete. Comments are provided and students are expected to use this feedback to improve work for assignment/project submission (grading as per the standard rubric). Students should use the standard rubric and project checklist to outline the expected content and quality.

General Submission Requirements:

- Submit ONE digital copy via BLACKBOARD and ONE physical copy **if requested** in class as per Project Summary
- Digital file naming as per Student handbook
- See Project Summary for assignment-specific details.

Note: See Interior Design Student Handbook for departmental policies and procedures (i.e. attendance, deadlines and academic integrity).

Course Content

Design process
Design programming
Critical path
Anthropometrics and ergonomics
Research / case studies
Healing and medical care research and parameters
Iterative model study
Regulatory codes
Campus planning
Economic conditions/government funding
Resources, life cycle, and user profile
Multi-layered planning considerations
Circulation, organization, spatial definition, and quality

Behavioural and contextual aspects of design
Human rights, holistic wellness, contrasting doctrines and cultures in healthcare settings
Principles of holistic environments and well-being
Dignity of patients and caregivers
Role of light in human well-being
Contract documentation
Interior design communication and presentation

Learning Outcomes

1. Manage functional and effective organization, spatial quality issues, and elements in innovative methods to solve design problems
2. Establish effective tools for conceptual and volumetric development
3. Develop design effectiveness in a team setting
4. Evaluate the characteristics, functional properties, and aesthetic values of finish materials and components specific to health and well-being environments
5. Source and evaluate precedents set by design theorists related to the design of health and wellness environments
6. Identify and differentiate diverse and possibly opposing agendas for effective project outcome
7. Describe how building, safety, and other regulatory codes impact the work and collaboration of designers and related professionals of a project team in health and wellness applications
8. Explain the role of the designer and the importance of collaboration with building systems consultants in lighting, electrical, and mechanical design
9. Identify and differentiate the role of designers, architects, engineers, and other consultants in accountability, ethics, and accommodation of diversity in a multi-disciplined project team
10. Analyze interior design solutions and interrelationships from different stakeholders' perspectives especially those of related sessions such as medical practitioners, occupational therapists, healthcare practitioners, and paramedical sectors
11. Produce a record of design solutions through reflection on process and commitments to personal and professional values
12. Collaborate with peers, advisors, leaders, and innovators to seek inventive ideas and sources of reference for emerging trends and technologies.