

# *MENTAL*

*ARCH 5604 explores design processes with theoretical and/or technological foundation that enables contemporary architectural discourse and practice.*

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*TTU CoA Spring 2022*

*Radimenta opus Magni et Disciplinæ*

# MENTAL

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## **ABOUT THIS STUDIO**

### ***Studio brief***

By current World Health Organization estimates, one in seven young people globally is experiencing mental health challenges. Mental health and illnesses are socially conditioned, and communities—including educators, care providers, families, and architects—are challenged to create more effective ways of caring for these young people. Drawing on disability studies, this studio will investigate the meanings and consequences of mental illnesses, while designing safe and therapeutic settings. We will work on defining pertinent aesthetic approaches to healthcare architecture. We will also get expert feedback and use specific analytical methods to better understand the needs and experiences of the intended occupants.

The prompt for this studio allows students to develop their project for one of three programs in youth mental health care: an emergency department, a counseling center for substance use disorder, and a center for neurodevelopmental treatment that serves young people with Autism Spectrum Disorders.

### ***Student learning objectives***

Students will:

- Learn and design with first principles in safe and therapeutic healthcare architecture
- Develop critical perspective on the role of various occupants of healthcare space
- Acquire skills for analytic and evaluative approaches to assessing healthcare architecture

### ***Means of evaluation and grading***

#### Expected effort:

At graduate level, you should expect three hours of homework each week per credit hour. For this 6-credit course, you should plan for 18 hours of homework per week. Most class days, some of this work can be completed during studio hours. Overall, you should plan to spend 20-25 hours on studio per week on average. If studio work routinely takes more or less time than this, let me know, and we can adjust.

#### Graded items:

- Predesign review on or around January 30 (internal): 15%
- Mid-semester review on or around March 6 (juried): 35%
- Final review, date to be issued by the college (juried) 50%

### Grading approach:

Based at my experience at the TTU CoA, I grade substantially on completion. In my grading approach, completion means two things:

1. Is every deliverable present?
2. Is every deliverable provided in a way that meets or exceeds production standards (which will be listed in the assignment sheets)?

I do not grade you on “creativity”, “imagination”, “rigor” or other such descriptors of quality. In my experience, when students do all of the work, and they do all of the work to completion and with sincerity, such qualities show up sooner or later, seemingly of their own accord. Fully complete, good-faith work enables the kinds of conversations and ways of working that lead to quality over time. I trust this process, and I encourage you to do the same.

### **Course schedule**

*Assignment sheets containing details on readings, resources, software, deliverables and standards for deliverables will be issued on:*

*W January 19*

*M January 31*

*M February 7*

*M March 21*

*M April 4*

### Scheduled days off

*M January 17, Martin Luther King, Jr. Day*

*M-F, March 13-19, Spring break*

*M, April 18*

### Week 1 (F January 14) Mental health

Syllabus review

Mindfulness and well-being assignment

### Weeks 2-3 (January 19-30) Program, precedent, and the open building concept

Creation of program through research on precedents, guidelines, and other resources

Designing concept options for the tectonic system and program; include HVAC

### Week 4 (January 31-February 6) Perspectives from disabilities studies

Readings and presentations and/or written summaries

Day-in-the-life representations

Revisit the program

### Weeks 5 (February 7-13) Site analysis

Analysis and drawing

Programming the site

### Weeks 6-9 (February 14-March 6) Safe and therapeutic healthcare architecture

Distinguishing between directly and indirectly therapeutic aspects of healthcare design

Concept design drawing sets and review

Seeking the input of experts from architecture and medicine

Week 10 (March 7-11) Course corrections

Reflecting on comments and revising with respect to feedback.

Week 11 (March 12-20) Spring break

No studio

Week 12 (March 21-27) Plan analytical methods for design development

Isovists

Space syntax

Path of travel distances and attributes

Presentation of analysis

Week 13 (March 28-April 3) Aesthetics in healthcare architecture

Readings and presentations and/or written summaries

Precedent research

Feeding the image back into the orthographic

Rendering and representation strategies

Weeks 14-18 (April 4-May 1+/-) The end zone

Developing projects for final presentation

***Required texts***

I will supply all required texts as pdfs via the *Zook 5604-2022 Student Course Folder*

***Course required materials***

Computer meeting CoA specifications: we will download freeware.

Note- or sketch- book and writing utensils of your choice

Modeling and printing materials remain to be determined

***NAAB criteria***

SC.3 Regulatory Context (Understanding)

*“Ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.”*

This studio conveys understanding of regulatory context in site analysis/design with reference to local ordinances and through use of the Facilities Guidelines Institute *Guidelines for Design and Construction of Outpatient Facilities* for building design.

SC.4 Technical Knowledge (Understanding)

*“Ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.”*

This studio conveys understanding of technical knowledge by developing options for the design of structural grids and assessing their potential performance relative to sustainability and accommodation of building programs.

#### SC.5 Design Synthesis (Ability)

*“Ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.”*

This studio builds student ability in design synthesis by including the following activities in the development of studio projects: examining user requirements (including accessibility) through a critical lens, conferring with standards for healthcare design, and designing for ways to extend the life of the building beyond its initial program (thus conserving embodied carbon).

#### SC.6 Building Integration (Ability)

*“Ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.”*

This studio builds student ability in design synthesis by emphasizing the early and deliberate design of the structural system and using its logic to inform building envelope and ventilation systems. We will use the open building concept, which advocates considering structure, systems, and envelope as on different life cycles and designing them without entanglements.

### ***Attendance policy***

Please make good effort to attend class. If you cannot attend class, be sure to take the initiative to reach out to me to update me on your project progress, request information on studio activities missed, and otherwise ensure your project is continuing to move forward appropriately. No portion of your grade is based on attendance.

## **UNIVERSITY STATEMENTS**

### **ADA STATEMENT:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

### **ACADEMIC INTEGRITY STATEMENT:**

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

### **RELIGIOUS HOLY DAY STATEMENT:**

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

### **DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](https://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](https://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.)

Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

#### CIVILITY IN THE CLASSROOM STATEMENT:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

#### LGBTQIA SUPPORT STATEMENT:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806.742.5433."