The Chicago Studio
Health and the City
Spring 2018

ARCH 572
Health Equity in Chicago: The Focal Point Campus
School of Architecture School of Architecture
University of Illinois at Urbana Champaign

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Practice Critics:
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Class:
Studio Mon-Thurs 1:00- 4:50 PM
Site visits: Wednesday 1:00 – 4:50 PM

Issues
In Chicago’s South Lawndale community, more than 40 percent of men and nearly 50 percent of women report being in fair or poor general health. Nationally, that figure is about 12 percent.

Many residents said that they forgo medical care, surgery, treatment, prescriptions and even eyeglasses due to costs. In Gage Park, one in six adults did not receive needed medical care or surgery in the past year due to the cost. Meanwhile, about one in four adults in West Englewood and North Lawndale did not get needed prescription medications in the past year because of cost.

More than 40 percent of households in Humboldt Park, South Lawndale and Gage Park were food insecure in the past year, compared to 13 percent of homes nationally, according to the study.

One in four women in Humboldt Park and North Lawndale currently have symptoms of PTSD, and at least one in 10 adults in Humboldt Park and the western side of West Town have been diagnosed with the disorder.

Sinai Community Health Report 2.0 https://www.sinaisurvey.org/
The response
The Focal Point® Community Campus will serve as a source of financially sustainable community development to help improve the lives of more than 400,000 residents on the West and Southwest Sides of Chicago, representing North Lawndale, Little Village, Pilsen, Brighton Park, Back of the Yards, and Archer Heights neighborhoods. With plans for the more than 1 million square foot complex that offers retail, wellness, education, arts and recreation services customized to the needs of the community, the new campus will focus on the complete well-being of community members.

Program
- Retail tenants, providing community members access to jobs, food, clothing and household items.
- A hospitality center for community members to rent for personal use.
- A child care center, offering parents a convenient location for quality child care.
- An outpatient and specialty clinic, to meet a wide range of rehabilitative and health maintenance needs.
- A newly constructed Saint Anthony Hospital, which will continue to provide emergency and medical care that turns no one away, regardless of ability to pay.
- An education center offering community programs.
- A center for creativity, where inner city youth will be encouraged to develop their talents.
- A recreation center, complete with a basketball court and half Olympic-size pool, providing a sanctuary for at-risk youth.
- A variety of wellness programs that will provide information on topics such as healthy food preparation, parenting skills and more.

Site
The new campus may be housed at 31st & Kedzie Avenue, the former site of the Washburne Trade School.

Educational Outcomes
Students will learn contemporary hospital design best practices with emphasis on the specifics of clinical flows; patient safety; access to nature; the place of advanced clinical technologies; and evidence based design interventions. Additionally, the implications of population health and population health management will be explored.

Evidence Based Design
The studio will employ Evidence Based Design methodology throughout the semester. Evidence Based Design (EBD) is the process of basing decisions about the built environment on credible research to achieve the best possible outcomes. (Center for Health Design, http://www.healthdesign.org/) Evidence Based Design has followed the development of Evidence Based Medicine and is the accepted standard for healthcare
design in the US and internationally.

**EBD Resources:**
- Hamilton, Kirk. “Four Levels of Evidence Based Practice.” http://info.aia.org/nwstr_print.cfm?pagename=aiaj_a_20041201_fourlevels. 7/7/08. 10:19 AM.
- The Center for Health Design. What is evidence based design? http://www.healthdesign.org/edac

**Teams**
Students will work in teams of two-three (2-3).

**Deliverables**
- Assignments will be made regularly. The intent of each Assignment is to build the student’s awareness of specific aspects of contemporary health design.
- Mid-term reviews will be held in the offices of Stantec in Chicago with multiple healthcare architects acting as reviewers.
- Final deliverables for the studio to be determined.

**Suggested Texts:**

**Additional Sources:**


**Schedule and Assignment**
The schedule may (and will) vary. Additional readings and resources will be distributed with each assignment.

**Schedule and Topics**

**Weeks 1-2**
- Intro to Lawndale
- Intro to population health
- Intro to the health campus program

**Week 3-5**
- Conceptual design of health campus in Lawndale
- Pin-up review end of Week 5 (Feb 15th)

**Week 6-9**
- Develop specific component of the health campus proposal
  - Hospital
  - Clinic
  - Home health/ mHealth
  - Community health
  - Other
- End of Week 9 Mid-term reviews (March 15th)

**Week 10**
- Design Week
- Professional Designers meet with students to determine how best to move forward with their proposals

**Week 11-12**
- Development

**Week 13-14**
- Final Review prep
- Final Reviews end of Week 14 (April 26th)
Week 15  Final deliverables

Course Grade

Letter grades for this course are established as follows:
Excellent (A+, A, A-): Student’s work is of exceptional quality, and solutions to the problems show a depth of understanding of the project requirements. Project is fully developed and presented well, both graphically and orally. Student has developed a strong and appropriate concept that clearly enhances the overall solution. The full potential of the problem has been realized and demonstrated.

Good (B+, B, B-): Student’s work shows above-average understanding and clear potential. All project requirements are fulfilled and are clearly and concisely presented.

Fair (C+, C, C-): Student’s work meets minimum course objectives and solves major problem requirements. Work shows normal understanding. Quality of project, as well as the development of knowledge and skills, is average.

Poor (D+, D, D-): Student’s work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project, as well as development of skills, is below average. This is the lowest passing grade.

Failure (F): Student’s work is unresolved, incomplete and/or unclear. Minimum course objectives or project requirements are not met, and student’s work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. This grade is not acceptable for degree credit.

Grading

- Pin-up review: 20%
- Mid-term review: 40%
- Final Review: 40%