



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

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DISSENY, SALUT I BENESTAR

Albert Conejos Sandoval, Lena Macau Sanz

Supervising Teacher: Lena Macau Sanz

Group: 1

Code: 105728

Credits: 6 ECTS

Course:

Semester: 2

Typology: Optative

Subject: Design Processes

Schedules:

Group	Schedules	Teacher
1	Dimecres 12:00 - 15:00	Albert Conejos Sandoval
		Lena Macau Sanz



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Subject Presentation

Brief Description:

As Otl Aicher already anticipated, one of the objectives of design is to transform worlds and the worlds to come. This transformation can be carried out from several objectives, in this case it will be done from the aspect of improving people, their well-being and their health.

Obviously we cannot compare the discipline of design with that of medicine, but we can think about the contributions that design can make in this field, and the constant needs that design has to relate to other fields of knowledge.

The concern for individual and collective well-being is not new and it is for this reason that design has a lot to do. Since contemporaneity, health and well-being have been linked to mainly technical solutions and design and a holistic approach must play a relevant role. Although it is true that we can understand design as an isolated element when we focus on this area, product, space or communication proposals become a service for people.

The terms innovation and inclusivity become pillars of the health field, and design proposals have a universal character towards access in both "cure" and "care".

While it is true that health has been focused on the medical environment and the concept of center, currently aspects of autonomy, group, collectivity and platform are taking a very important role in this field. Another aspect to keep in mind within multiculturalism is the generational diversity that is related to this field of knowledge. The perception of the same concepts is absolutely different from the different generations that live together.

Barcelona currently has a long history of research and innovation in the field of health and has great support from hospital institutions, quality agencies, clusters and hubs. A commitment both institutional and social towards people.

It should not surprise us that design plays a relevant role in this field, acting prudently, with small actions and critical positioning.

Training Objectives:

The objectives to be achieved aim to approach the issue of health and well-being from a design perspective, establish mechanisms to tackle projects from a multidisciplinary perspective in collaboration with agents who are not design experts, and approach people while keeping multiculturalism and inclusion in mind.

Having the ability from design to develop a design proposal that improves people's well-being and health. An approach that allows us to understand a professional sector that is in constant transformation and that increasingly requires multidisciplinary and relationships between the technical and the humanistic.

UNDERSTANDING THE VISIONS OF THE SECTOR Have a general awareness of the environment and the characteristics of the health/wellbeing environment. From various points of view. Mental health, health culture, associations, entities and the agents involved.

COLLABORATE IN HETEROGENEOUS AND MULTIDISCIPLINARY ENVIRONMENTS.

ROLES. Working as a facilitator in participatory and collaborative contexts

EXPONENTIAL/SCALE. From the close detection of a problem to its global implication. Working from proximity and distance, from detail and impact.

DESIGN. The ability to collect data relevant to the project, research for design and through design. Having the ability to generate innovative proposals, represent them, produce them and finally a set of resources to evaluate them.

DATA MANAGEMENT. Data as a starting point for diagnosis and to establish the foundations of the project. Having knowledge about sensors, communicators and platforms, relating people to their environment.

Recommendations

No prior knowledge is required to take the course. However, mastery of digital and/or analog visual representation tools is recommended for the delivery of projects, both graphically and 3D.

Contents and Methodology

Brief Description:

The contents of the subject will be related to the project being developed at each moment of the course.

Contents such as:

- Current trends in the health sector
- Digitalization and health
- Integration of health systems
- Usability of health devices
- Cure & Care
- Customization of prostheses
- New materials
- Ergonomics and health
- New roles of design in health
- Agents involved: professionals / patients / families
- Health and well-being in different cultures
- Data and measurement tools
- Extreme users
- Security
- Narrative associated with the project
- MVP
- Inclusivity

Teaching methodology:

(D) Detect. To place ourselves in a receptive state of projective bubble. A latent element that allows us to be attentive, filter and decide.

(M) Look. Have a critical look, close and distant at the same time. Learn to look and detect. Gesture, atmosphere, protocols, sequences.

(A) Learn. Constant learning attitude. Learning and transfer. The group as a knowledge generating element.

(P) Project. RePresent. Produce, Present. Intervene in the chosen scenario.

(T) Testing, prototyping, impact measurement metrics. Post-project interviews.

(V) Validate. Validation tools, and conclusions of the research/design proposal.

All students will have to go through these phases in order to generate a small impact in the field of health and well-being of people. However, the teaching methodology applied in this course will also

serve to be applied in different fields of action with which designers are related.

Training activities:

Theoretical capsules: presentation of content related to health and well-being.

Debates: individual and collective reflection on current issues and future possibilities shared in the classroom.

Workshops: short-term sessions to devise speculative proposals that bring new visions to health and well-being:

1. Speculative Workshop I (10% of the grade)
2. Speculative workshop II (10% of the grade)

Interventions by professionals: presentations and collaborations by professionals from the design sector who provide an external vision to the subject.

Project tutorials: sessions dedicated to monitoring the projects that will be developed in the subject and classroom work.

Project 1: real and concrete case (20% of the grade)

Understanding and analysis of the pathology of a real user explained in the first person and conceptualization of design proposals to provide a solution.

Project 2: real case of free choice (30% of the grade)

Involvement of a user from the immediate environment who has limitations or pathologies in performing certain tasks in the daily environment.

Ideation and projection of a functional prototype that improves the user's quality of life by providing solutions to their difficulties.

Project 3: improving future well-being (20% of the grade)

Collaboration with a professional from the health sector (to be defined whether it will be child health, elderly people or some other specific group) to develop a project on well-being and the future.

Attendance and participatory attitude count for 10% of the grade.

Evaluation

General evaluation regulations

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.

The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

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Review process

The place, date and time of the review will be communicated to students together with the publication of the provisional final grades.

Learning outcomes of the subject

Skills

Integrate concepts and procedures from different professional design sectors in the development of comprehensive design projects. (ST09)

Apply research and evaluation methodologies specific to the professional design sector targeted by the project. (ST10)

Conduct a preliminary analysis prior to project development, identifying the characteristics of the professional design sector and incorporating gender and diversity criteria into the study of the context and stakeholders. (ST02)

Learning outcomes of the degree program

Knowledge

Catalogue materials, their properties and physical principles in relation to the conceptualisation and formalisation of design projects, taking into account environmental and sustainability criteria.

Categorise technologies and production processes, along with their respective costs, in relation to the conceptualisation and formalisation of design projects, while ensuring rigour and quality in finishes and details.

Reference essential knowledge of the sciences and auxiliary disciplines of design, such as anthropometry, ergonomics, visual communication, evaluation methods, marketing, and prospecting.

Describe the legal framework and the ethical and deontological values of the design profession, along with the contexts and agents that apply them, with

Skills

Identify design problems through the analysis of objects, graphic communication elements, and spaces, from a perspective rooted in contemporaneity, universal accessibility, and equal opportunities.

Apply plastic expression skills and knowledge of materials and production technologies in accordance with the objectives of a design project.

Propose design solutions (or solutions in related areas) clearly and precisely, using appropriate vocabulary and techniques of expression and representation.

Graphically represent spaces, volumes, planes, and surfaces using the characteristic techniques of design.

Use digital tools and technologies according to creative and production processes in the field of design

Apply ethical and aesthetic criteria and values to design practice, taking into account the formal dimensions of environments and their diversity.

Conduct research with a critical spirit in the field of design and related disciplines, considering innovation, experimentation, and the ongoing renewal of the cultural industries, while promoting equality and democratic values.

Synthesize knowledge from diverse sources—studies, fieldwork, literature, direct observation, or practical experience—in the field of design and related disciplines within the cultural industries.

Evaluate the social, economic, environmental, and technological feasibility of a design project, incorporating gender and diversity perspectives, and ensuring respect for sustainability, democratic values, and fundamental rights.

Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the Sustainable Development Goals (SDGs).

Manage the development of design projects—individually or in teams—with adaptability, within the organisational context of companies and institutions.

Manage design-related tasks autonomously, planning and organising time and processes in professional and/or academic settings.

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

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