

## Course Instructions LK0262: Health Promoting Outdoor Environments

These instructions are intended to support students attending the course LK0262 Health Promoting Outdoor Environments at SLU, Alnarp. The course instructions contains presentations of:

- Course disposition and overview p. 1
- Homepage and Canvas p. 2
- Course team p. 2
- Syllabus pp. 3-4
- Specific requirements p. 5
- What to do before the first meeting p. 5
- Information and guidelines regarding Zoom p. 5
- Individual exercise: Study visit p. 6
- Course assignment pp. 7-9
- Grading criteria p. 10
- Course literature pp. 11-13

---

The course is given as a distance course at 50% with three online meetings and one meeting at a project place. Course period: January 18<sup>th</sup> 2021 -June 6<sup>th</sup> 2021

### **Course meeting 1 – Alnarp** **January 20-22**

Submission 1: Draft of part 1 (group) February 28

Hand in: Study tour exercise (individual) March 8

### **Course meeting 2 – Alnarp** **March 8-10**

Submission 2: Revision of part 1 (group) March 21

### **Group meeting at project place** **March 22-24**

Submission 3: Revision of part 1 and draft of part 2 (group) April 28

Feedback on submission 3 (course leaders) May 4

### **Course meeting 3 – Alnarp** **May 10-12**

Submission 4: Part 4 (individual) June 6

Submission of revised version of entire Group project (group) May 21

Feedback on submission 4 (course leaders) By end of June

In between the course meetings, you are welcome to contact Anna Bengtsson either by phone (0046 40 415170) or by e-mail (anna.bengtsson@slu.se) for guidance in relation to the course and the assignments. **A detailed timetable is available at the Course Homepage and at Canvas.**

### Course homepage and Canvas

In between the meetings Canvas is our main access point for communication. Messages and information relevant to the course is available at Canvas and here you also submit the course assignments.

The course homepage and Canvas are available at your student account at SLU. Once you have received your second admission decision, you can activate your account at SLU at this page:

<https://student.slu.se/en/study-support/it-support/support/new-student---start/>

The course homepage is also available at: <https://student.slu.se/en/studies/courses-and-programmes/course-search/course/LK0262/30006.2021>

As soon as you have been registered to the course you can reach Canvas at:

<https://student.slu.se/en/studies/educational-systems/canvas-login/>

---

### Course team

Course leader and examiner:

Anna Bengtsson

E-mail: anna.bengtsson@slu.se

Phone: +4640-41 51 70

Course administrator:

Karoline Schua

E-mail: karoline.schua@slu.se

Phone: +4640-41 5034

Others in the course team:

Anna Litsmark

E-mail: anna.litsmark@slu.se

Phone: +4640-41 55 32

Vanessa Reyners

E-mail: vanessa.reyners@slu.se

Phone: +4640415237

Frederik Tauchnitz

E-mail: frederik.tauchnitz@slu.se

Phone: 040-41 55 39

## Syllabus LK0262 Health promoting outdoor environments, 15.0 credits

The course is given in Outdoor Environments for Health and Well-being - Master's Programme

**Syllabus approved:** 2015-11-11

**Subject:** Landscape Architecture

**Education cycle:** Advanced cycle

**Advanced study in the main field:** Avancerad nivå, har kurs/er på avancerad nivå som förkunskapskrav (A1F)

**Marking scale:** 5:Pass with Distinction, 4:Pass with Credit, 3:Pass, U:Fail

The requirements for attaining different grades are described in the course assessment criteria which are contained in a supplement to the course syllabus. Current information on assessment criteria shall be made available at the start of the course.

**Language:** english

**Prerequisites:** Knowledge equivalent to 120 credits at first cycle and 15 credits at advanced cycle and English 6

**Objective:** The aim of the course is to generate competence to understand, investigate, and develop health promoting environments relating to different user groups' specific needs as well as to people's general needs.

After completion of the course, the student will be able to:

- describe and discuss the outdoor environment as a potential health promoting resource for different user groups as well as for people in general
- investigate and analyse private and public outdoor spaces in relation to different user groups' specific needs as well as to people's general needs
- relate evidence based research and evidence based design to development of health promoting environments
- describe and discuss participatory research methods in relation to the development of health promoting environments
- form programs (i.e. statement of requirements) for the development of health promoting environments
- present the above described knowledge in writing as well as verbally, with the help of visual aid

### Content

The course is divided into three steps. In step one, literature review, the students identify relevant aspects of health promoting environments for different user groups and for people in general and compile useful literature. This is reported in a written literature review. In step two, different ways of investigating and analysing outdoor spaces in relation to different user groups' specific needs as well as to people's general needs are identified and/or developed and tried out. This is reported orally in seminars and in written reports. In step three different strategies to form programs for health promoting environments are developed and compared. This step is also reported orally in seminars and in written reports. The course consists of lectures, exercises (compulsory), assignments (compulsory), seminars (compulsory), and study visits (compulsory).

**Requirements for examination:**

Participation in compulsory elements. Approved participation in seminars. Successful completion of exercises.

- If the student fails a test, the examiner may give the student a supplementary assignment, provided this is possible and there is reason to do so.
- If the student has been granted special educational support because of a disability, the examiner has the right to offer the student an adapted test, or provide an alternative assessment.
- If changes are made to this course syllabus, or if the course is closed, SLU shall decide on transitional rules for examination of students admitted under this syllabus but who have not yet passed the course.
- For the examination of a degree project (independent project), the examiner may also allow the student to add supplemental information after the deadline. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

**Additional information**

The course is given as a distance course at 50% speed with 3-4 course meetings in Alnarp, each with a length of 2-3 days.

Basic skills in Landscape Architecture, Architecture, Human Geography, Pedagogy, or Psychology are recommended.

- The right to take part in teaching and/or supervision only applies to the course date to which the student has been admitted and registered on.
- If there are special reasons, the student may take part in course components that require compulsory attendance at a later date. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

**Responsible department:** Department of Work Science, Business Economics and Environmental Psychology

## Specific requirements

The course is a meeting place for students interested in the development of health promoting outdoor environments. This year, due to the pandemic situation, the three course meetings will be online only. The three online meetings, with the discussions between students that take place during the meetings, are an important part of the course. Therefore **all course meetings are compulsory**. Failure to attend to singular components of the course as well as compensatory assignments are to be discussed with the course leader.

Students aiming for gradings above 3: Pass (i.e. 4: Pass with Credit or 5: Pass with Distinction) should submit assignments before deadline, unless for special reasons student and course leader agree upon other deadlines in advance.

---

## What to do before the first meeting at campus

The main assignment in the course consists of a group project. It is an advantage to bring ideas for possible projects to focus on to the first meeting. Start reading the assignment instructions and the course literature to get an introduction to the field and search for possible projects. In some cases you need to contact key persons to find out if a project is possible. Be aware that the choice and definition of projects needs to be agreed on within the group and with the course leader.

Please take a look at this page with specific information about library service for distance students:

- <http://www.slu.se/en/site/library/use-the-library/distance-students/> (English)
- <http://www.slu.se/site/bibliotek/anvanda-biblioteket/distansstud/> (Swedish)

---

## Information and guidelines regarding Zoom

Normally this course is Campus based, but because of the current situation the course will be mostly on-line. In addition, you will need to visit outdoor areas for specific exercises and assignments described below. Therefore you need to **install zoom in good time before the first course meeting**: <https://student.slu.se/en/sw-news/2020/3/new-tool-for-e-meetings-for-slu-students/>

**The scheduled course meetings at Zoom are mandatory.** Please note that they will not be recorded.

- You need to have audio and video that works. Install zoom and check that audio and video is working before the first course meeting. The video should be on all the time, except during presentations and breaks.
- Mute the microphone when you are not talking. Unmute if you want to say something. If you want to ask or say something, say it out loud. Use the chat if it is not urgent.
- The breaks are important! Let us know if the sessions are too long. Welcome to use the following links during breaks:
  - <https://www.youtube.com/watch?v=SCHYutSZa2Y&feature=youtu.be>
  - <https://staff.ki.se/health-promotion> (you need to scroll down a bit on the page)

## Individual exercise: Study visit

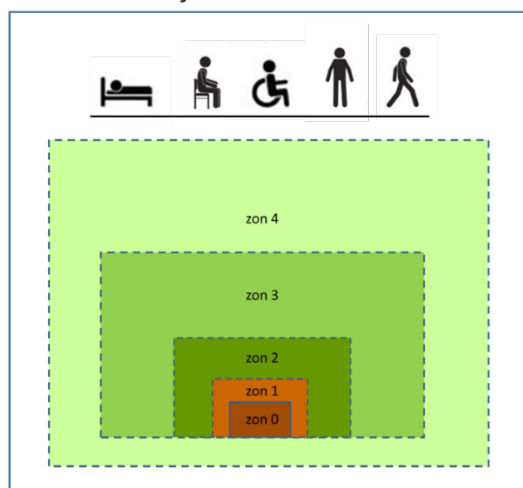
Pick a garden or park that you know of or want to get to know better. We suggest that you pick an environment that could inspire the course assignment described below. Study the environment with a certain user group in mind. Make sure not to trespass or disturb any of the users. Depending on the setting, you might need to ask permission or at least announce that you plan to visit the place.

Study the outdoor environment in the setting. Think about the connection between the indoor and outdoor environment and how the users can benefit from their environment. Take pictures and notes. Find (a minimum of 3) examples that are beneficial/supportive for the user-group at each specific location. Also try to find (a minimum of 3) examples that might be non-beneficial for the user-group at each location. Use pictures and notes to document your investigation and hand in at Canvas.

If you want to, you could use the principal model of four zones of contact with the outdoors. The idea of this model is among others to study the potential of the outdoors by considering all relevant zones in a setting. Zone one concerns the view from inside a building, through windows, as well as the daylight coming into the building. Zone two, the transition zone between indoors and outdoors corresponds to e.g. balconies and patios. Zone three concerns the immediate surrounding, e.g. a garden or park associated to a building. Zone four corresponds to the wider neighborhood and whatever opportunities for outdoor experience and use it might encompass. Since all four zones have the potential to promote health and wellbeing of the users, they are all relevant to investigate in relation to the users needs and preferences. E.g. which zones exists, how are they connected and how do they support the users. Depending on the user group, it could be relevant to observe the users possibilities for contact with the outdoors:

- from a lying perspective
- from a sitting perspective and moving with a wheelchair
- from a standing and walking perspective, with for instance the use of a walking frame

*The user's position in relation to the principal model:  
Four zones of contact with the outdoors*



## Course assignment in four parts

This assignment consists of an ongoing project during the entire course period. The disposition and content of the course is intended to assist and inspire the project, but it is also essential that the students seek and find specific information and literature relating to the project. The project is set up in four parts. The first three parts are carried out in groups and the last part is individual.

The aim of the project is to create a program for the development of a health promoting outdoor environment in a real life context. The program has no set form and can therefore be designed as you, the group members, feel fit and relevant in relation to your varying experiences and professional backgrounds. The aim of the program is to, in written form and with illustrative plans, describe a proposal for your chosen physical environment and user group. The program should be based on the information that you have collected during the course. The program should involve proposals for the development of the design and content of the outdoor environment, as well as suggestions for the development of an enhanced use of the outdoors for the user group. The interplay between these two aspects of the proposal is the key to success.

The program to be developed should focus on an outdoor environment in connection to either a specific institution, a more public space or another project site of your choice. The physical environment should be clearly defined and analysed in relation to a relevant user group. During the project, the potential of the outdoor environment as a resource for health and well-being is to be described, analyzed and developed in relation to relevant literature. A well defined and described user group is crucial and the project therefore also involves investigation of a user group and, if possible, user group involvement, for example through interviews. It is recommended for all group members to visit the site for the project. Otherwise the group should contact the course leader and discuss other options.

Note that in text citations and lists of references are compulsory in all submitted texts and should conform to the APA Harvard system as follows:

<https://www.slu.se/en/subweb/library/write-and-cite/writing-references/>

### **Part 1: Background and method (group)**

In the first part of the assignment the group should present a draft to be discussed at the second course meeting including:

- Background
  - Choice of project site and user group to focus on in the project
  - Definition and motivation for choice of project site and user group in relation to the topic of the course, i.e. health promoting outdoor environment
  - Neutral description of the physical environment at the project site
  - A general description of the user group in focus. (At this stage it should not be a place specific description of users).
- Aim of project
  - The project work should aim to create a program proposal for the development of a health promoting outdoor environment. The program should include proposals for the development of the physical environment as well as for an enhanced use of the environment
- Method: A first draft of a method description correlating to part 2 of the assignment (i.e. a description of the method for carrying out a pilot study, a landscape analysis, a SWOT and for developing a program proposal). See below.

A first draft of part 1 is to be submitted before the second course meeting (see timetable). At the second course meeting all groups are to present part 1 and the draft will be discussed in class. A final version of part 1 is to be submitted after the second course meeting (see timetable).

### **Part 2: First presentation of result (group)**

The third submission should include a first draft of the results to be presented on course meeting three in Alnarp. The submission should include the following:

- The result of a pilot study (i.e. small-scale test study) investigating the user groups use and experience of the environment as well as suggestions for an enhanced use of the outdoors at the project site. For instance some of the following techniques could be useful for the investigation:
  - Interviews (in group or individual)
  - Observations
  - Questionnaire
  - Work shops
  - Walking interviews
  
- The result of at least one analysis of the physical environment. The analysis should be presented with photos, text and bird view plan.
  - The analysis should build upon knowledge about the user group and from the pilot study. Documented user group knowledge compiled by the group serve as base to point out pros and cons in the physical environment at the project site.

It is recommended to compile the results from the pilot study and the analysis of the physical environment in a SWOT-analysis (see e.g. Hay & Castilla, 2006) to be used as basis for the program proposal.

- A program proposal for the development of a health promoting outdoor environment based on the result of the pilot study and the analysis of the physical environment.

The program proposal has no set form and can therefore be designed as you, the group members, feel fit. The aim of the program is to, in written form, describe a plan or proposal for your chosen physical environment and user group. This should be based on the information that you have collected during the course. The program should involve proposals for the development of the design and content of the outdoor environment, as well as suggestions for the development of an enhanced use of the outdoors for the user group.

The program presentation should include text, bird view plans and photos/illustrations.

### **Part 3: Feedback on project report (group)**

At the last course meeting all groups presents their results from part 2. Each group reflect on the advantages and disadvantages of the content and implementation of another group project, verbally, in class. Examine and respond to all parts of the project, i.e. background, aim, method, result and program. All projects and further instructions about the procedure will be available in Canvas shortly after submission 3.



#### **Part 4. Discussion of method, result and program and individual development of program (individual)**

In the group project you need to agree on how to arrange and conduct the study and it is good to keep in mind that this is a learning situation and that the most important outcome might not be the result in itself but rather the experiences gained during the working process. In the final part of the assignment, part 4, you are supposed to highlight such experiences. Discuss and reflect on the method and result of the group project and add your personal and professional perspective to the project. **It is recommended to begin the work in parallel with the group work, e.g. by keeping a logbook or diary where you document the project and your own reflections and ideas in relation to the project.**

The submission should include the following:

- A discussion of method, result and program of the project work you took part in
- A reflection of your contribution to the group work based upon your personal and professional perspective and in relation to the different perspectives of the other group members
- An individual (smaller) program proposal highlighting your professional and personal skills in relation to the course theme

It is crucial to present your argumentation and connect your discussion to relevant theories and research from the field. Note that in text citations and the compulsory list of references should conform to the APA Harvard system as follows:

<https://www.slu.se/en/subweb/library/write-and-cite/writing-references/>

Part 4, the individual discussion and program, is to be submitted after the last course meeting (see timetable) and should not exceed 4000 words. Note that reference list, figures and illustrations are *not* included in the maximum number of words.

## Grading criteria

Grading criteria: LK0262 Health promoting outdoor environments						
grading	Learning outcome 1: describe and discuss the outdoor environment as a potential health promoting resource for different user groups as well as for people in general	Learning outcome 2: investigate and analyse private and public outdoor spaces in relation to different user groups' specific needs as well as to people's general needs	Learning outcome 3: relate evidence based research and evidence based design to development of health promoting environments	Learning outcome 4: describe and discuss participatory research methods in relation to the development of health promoting environments	Learning outcome 5: form programs (i.e. statement of requirements) for the development of health promoting environments	Learning outcome 6: present the above described knowledge (i.e. learning outcome 1 to 5) in writing as well as verbally, with the help of visual aid
5	<b>Elaborated descriptions and discussions with a high degree of problematisation</b>	<b>Comprehensive and detailed investigations with high degree of problematisation</b>	<b>Elaborated descriptions and discussions with a high degree of problematisation</b>	<b>Elaborated descriptions and discussions with a high degree of problematisation</b>	<b>Balanced and elaborated programs with explicit relevance to the development of health promoting environments</b>	<b>Compelling, comprehensive and balanced presentations with a rich and elaborated connection to theories and research in the field</b>
4	<b>Rational and extensive descriptions and discussions</b>	<b>Rational and extensive investigations</b>	<b>Rational and extensive descriptions and discussions</b>	<b>Rational and extensive descriptions and discussions</b>	<b>Elaborated programs with clear relevance to the development of health promoting environments</b>	<b>Rational, extensive and appealing presentations with a high degree of connection to theories and research in the field</b>
3	<b>Clear and relevant descriptions and discussions.</b>	<b>Clear and relevant investigations</b>	<b>Clear and relevant descriptions and discussions</b>	<b>Clear and relevant descriptions and discussions.</b>	<b>Clear and substantial programs relevant to the development of health promoting environments</b>	<b>Clear and relevant presentations connecting to theories and research in the field</b>
U						

## Course literature LK0262 Health Promoting Outdoor Environments

The course literature is divided in three parts:

- *Basic literature* for selective reading to get an orientation of theories, research and methods in the field and to start looking for a project.
- *Literature describing models and tools for conducting landscape analyses in people environment studies.* This literature includes references from the course LK0239 Landscape analysis in people environment studies.
- *Project specific literature*, i.e. intensive reading of literature originating from specific searches conducted by the students, with optional guidance from the library staff: <https://www.slu.se/en/subweb/library/contact-us/book-a-librarian/>

Most articles and book chapters are available in e-journals or e-books at SLU Library and others are available in Canvas. Note that all files provided are for personal use only, due to copyright restrictions. A few of the books are not provided as electronic resources but are available at SLU Library.

### Access to online resources at the SLU Library

Many of the databases, e-journals and other online resources at the SLU Library are restricted by license agreements and can only be used within the university. VPN (Virtual private network) is a service that allows you to log in to the university's network from anywhere in the world and get access to the restricted resources. Everyone who is a student or employee at SLU can use the VPN function for making a safe connection between a computer outside SLU and the SLU network. To make it work you must have a user account in the Active Directory at SLU. Information on how to start using VPN is available on the following page: <https://internt.slu.se/en/support-services/administrative-support/it/IT-support/guider-manualer/vpn-anyconnect/> Information on how to activate your SLU user account is available here: <https://student.slu.se/en/study-support/it-support/support/new-student---start/>

### Basic literature

The basic literature is intended for selective reading to get an orientation of theories, research and methods in the field and to start looking for a project.

#### *Anthologies*

Cooper Marcus, C., Barnes, M. (Eds.), 1999. *Healing Gardens: Therapeutic Benefits and Design Recommendations*. John Wiley & Sons, New York. Available at SLU Library.

Cooper Marcus, C. & Sachs, N., (Eds.), 2014. *Therapeutic Landscapes: An Evidence-Based Approach to Designing Healing gardens and Restorative outdoor spaces*. John Wiley & Sons Ltd. Available as e-book at SLU Library.

Ward Thompson, C., Travlou, P., 2007. *Open Space, People Space*. Taylor and Francis. Available at SLU Library.

#### *Specific chapters and articles*

Abdul Shukor, S., Stigsdotter, U. & Nilsson, K., 2012. A review of design recommendations for outdoor areas at healthcare facilities. *Journal of Therapeutic Horticulture*, vol 22(2), pp. 33-47. Available as e-journal at SLU Library.

Antonovsky, A., 1996. The salutogenic model as a theory to guide health promotion. *Health Promotion International*, 11(1), pp. 11-18. Available at: <http://heapro.oxfordjournals.org/content/11/1/11.full.pdf+html>

Barnes, M., Cooper Marcus, C., 1999. Design Philosophy. In: Cooper Marcus, C., Barnes, M., (Eds.), *Healing gardens: Therapeutic benefits and design recommendations*, John Wiley & Sons, New York, pp. 87-114. Available at SLU Library

Becker, C.M., Glascoff, M.A., Felts, W.M., 2010. Salutogenesis 30 Years Later: Where do we go from here? *International Electronic Journal of Health Education* 13, pp. 25-32. Available at: <http://files.eric.ed.gov/fulltext/EJ895721.pdf>

Björk, J., Albin, M., Grahn, P., Jacobsson, H., Ardö, J., Wadbro, J., Östergren, P-O., Skärbäck, E., 2008. Recreational values of the natural environment in relation to neighbourhood satisfaction, physical activity, obesity, and well-being. *Journal of Epidemiology and Community Health* vol 62: e2. Available at Canvas.

Evans, J. & Jones, P., 2011. The walking interview: Methodology, mobility and place. *Applied Geography* 31(2), 849-858. Available at: <https://www.research.manchester.ac.uk/portal/files/20468122/POST-PEER-REVIEW-PUBLISHERS.PDF>

- Hamilton, K., 2003. The four levels of evidence-based practice. *Healthcare Design e Publ.*, 3, pp. 18-26. Available at: <http://www.healthcaredesignmagazine.com/architecture/four-levels-evidence-based-practice/>
- Hartig, T., Mitchell, R., de Vries, S., & Frumkin, H., 2014. Nature and Health. *Annual Review of Public Health*, Vol. 35, pp. 207 -228. Available at Canvas.
- Hay, G.J. & Castilla, G., 2006. Object Based Image Analysis, Strengths, weaknesses, opportunities, and threats (SWOTs). From OBIA 2006 International Archives of Photogrammetry, Remote sensing, and Spatial Information Sciences. Available at Canvas. (Note that this article is included because of the SWOT analysis description)
- Johansson, Rolf., 2007. On case study methodology. *Open House International* 32 (3), pp. 48–54. Available at Canvas.
- Kaplan, S., & Berman, M., 2010. Directed attention as a common resource for executive functioning and self-regulation. *Perspectives in Psychological Science* 5 (1), pp. 43-57. Available at Canvas.
- Ottosson, J., 2001. The Importance of Nature in Coping with a Crisis: A photographic essay. *Landscape Research* 26(2), pp. 165-172. Available as e-journal at SLU Library.
- Ottosson, J., Grahn, P., 2008. The role of natural settings in crisis rehabilitation: how does the level of crisis influence the response to experiences of nature with regard to measures of rehabilitation? *Landscape Research* 33(1), pp. 51-70. Available as e-journal at SLU Library.
- Plambech, T., & Konijnendijk, C., 2015. The impact of nature on creativity: A study among Danish creative professionals. *Urban Forestry & Urban Greening* 14(2), pp. 255–263. Available at <https://doi.org/10.1016/j.ufug.2015.02.006> and as e-journal at SLU Library.
- Sanders, E., Stappers, P., 2008. Co-creation and the new landscapes of design. *CoDesign: International Journal of CoCreation in Design and the Arts* 4 (1), pp. 5-18. Available at: <http://studiolab.ide.tudelft.nl/manila/gems/contextmapping/PreprintDraft.pdf>
- Stigsdotter, U., 2014. Nacadia healing forest garden, Hoersholm Arboretum, Copenhagen, Denmark. In: Cooper Marcus, C., Sachs, N., (Eds.), *Therapeutic Landscapes: An Evidence-Based Approach to Designing Healing Gardens and Restorative Outdoor Spaces*. John Wiley & Sons Ltd, pp. 198-205. Available as e-book at SLU Library.
- Stigsdotter, U., Ekholm, O., Schipperijn, J., Toftager, M., Kamper-Jørgensen, F. & Randrup, T., 2010. Health promoting outdoor environments—associations between green space, and health, health-related quality of life and stress based on a Danish national representative survey. *Scandinavian Journal of Public Health*, 38(4), pp. 411–417. Available at Canvas.
- ten Brink P., Mutafoglu K., Schweitzer J-P., Kettunen M., Twigger-Ross C., Baker J., Kuipers Y., Emonts M., Tyrväinen L., Hujala T., & Ojala A., 2016. The Health and Social Benefits of Nature and Biodiversity Protection. A report for the European Commission (ENV.B.3/ETU/2014/0039), Institute for European Environmental Policy, London/Brussels. Available at: <https://ec.europa.eu/environment/nature/biodiversity/intro/docs/Health%20and%20Social%20Benefits%20of%20Nature%20-%20Final%20Report%20Main%20sent.pdf>
- Ulrich, R. S., 1984. View through a window may influence recovery from surgery. *Science*, 224, pp. 420-421. Available at: [https://pdfs.semanticscholar.org/43df/b42bc2f7b212eb288d2e7be289d251f15bfd.pdf?\\_ga=2.125731978.1682070352.1605695241-1903156019.1605541692](https://pdfs.semanticscholar.org/43df/b42bc2f7b212eb288d2e7be289d251f15bfd.pdf?_ga=2.125731978.1682070352.1605695241-1903156019.1605541692)
- Ulrich, R., 2006. Evidence-based healthcare architecture. *The Lancet*, 368, pp. 38-39. Available at: <http://www.thelancet.com/pdfs/journals/lancet/PIIS0140673606699212.pdf>
- Ulrich, R., Zimring, C., Zhu, X., DuBose, J., Seo, H., Choi, Y., Quan, X., Joseph, A., 2008. A Review of the Research Literature on Evidence-Based Healthcare Design, *Healthcare Leadership White Paper Series 5*, Georgia Tech College of Architecture and The Center for Health Design. Available at: [https://www.healthdesign.org/sites/default/files/LitReviewWP\\_FINAL.pdf](https://www.healthdesign.org/sites/default/files/LitReviewWP_FINAL.pdf)
- van Teijlingen E., Hundley, V., 2001. The importance of pilot studies. *Social Research Update* 35, Department of Sociology, University of Surrey. Available at: <http://sru.soc.surrey.ac.uk/SRU35.pdf>
- Vischer, J., Zeisel, J. (Eds.), 2008. Bridging the gap between research and design. *WorldHealth Des.* (July), 57–61. Available at Canvas.

## Models and tools for landscape analysis

Literature describing models and tools for conducting landscape analyses in people environment studies. This literature includes references from the course LK0239 Landscape analysis in people environment studies.

- Bengtsson, A., 2015. From experiences of the outdoors to the design of healthcare environments. Doctoral Thesis No. 66. Acta Universitatis Agriculturae Sueciae. Swedish University of Agricultural Science, pp. 21-26, available at: <http://pub.epsilon.slu.se/12192/>
- Bengtsson, A., Grahn, P., 2014. Outdoor environments in healthcare settings: A quality evaluation tool for use in designing healthcare gardens, *Urban Forestry and Urban Greening* 13(4), pp. 878-891. Available as e-journal at SLU Library
- Gehl, J., 2007. Public spaces for a changing public life. In: Ward Thompson, C., Travlou, P. (Eds.), *Open Space, People Space*. Taylor and Francis, pp. 3-9. Available at SLU Library.
- Grahn P., Stigsdotter U., Berggren-Barring A-M., 2005. A planning model for designing sustainable and healthy cities. The importance of people's need of recreational environments in an urban context. Post-conference proceedings, NAEP, Alexandria. Available at Canvas.
- Grahn, P., Tengart Ivarsson, C., Stigsdotter, U., Bengtsson, I-L., 2010. Using affordances as a health promoting tool in a therapeutic garden. In: Ward Thompson, C., Aspinall, P., Bell, S., (Eds.), *Innovative Approaches to Researching Landscape and Health: Open Space: People Space 2*, Routledge, New York, pp. 116-154. Available at Canvas.
- Grahn, P., Stigsdotter, U., 2010. The relation between perceived sensory dimensions of urban green space and stress restoration. *Landscape and Urban Planning* 94(3-4), pp. 264-275. Available as e-journal at SLU Library.
- Hajrasouliha, A., Ewing, R., 2016. Campus Does Matter. The Relationship of Student Retention and Degree Attainment to Campus Design. *Planning for Higher Education* 44(3), pp. 1-17, available at: <http://works.bepress.com/hajrasouliha/4/>
- Heylighen, A., Van der Linden, V., Van Steenwinkel, I., 2016. Ten questions concerning inclusive design of the built environment. *Building and Environment* (2016). Available at: <https://www.sciencedirect.com/science/article/pii/S0360132316305005>
- Kaplan, R., Kaplan, S., 1989. *The Experience of Nature*. Cambridge University Press, Cambridge, MA. Available at SLU Library.
- Küller, R., 1991. Environmental assessment from a neuropsychological perspective. In: Gärling, T., Evans, G., (Eds.), *Environment, Cognition and Action: An Integrated Approach*. New York, Oxford University Press, pp. 111-147. Available as e-book at SLU Library.
- Kyttä, M. 2004. The extent of children's independent mobility and the number of actualized affordances as criteria for child-friendly environments. *Journal of Environmental Psychology*. 24(2). 179-198. Available as e-journal at SLU Library.
- Lynch, K., 1960. *The Image of the City*. Cambridge, London, The M.I.T. Press. Available at SLU Library and Canvas.
- Mårtensson, F. 2013. Guiding environmental dimensions for outdoor play. *SMT* 90(4), pp. 658-665. Available at: <http://socialmedicinsktdskrift.se/index.php/smt/article/view/1047/849>
- Swedish Legislation, 2003. Removal of easily eliminated obstacles BFS 2003:19 / HIN 1. National Board of Housing, Building and Planning. Available at: [http://www.boverket.se/globalassets/publikationer/dokument/2008/hin1\\_removal\\_of\\_easily\\_eliminated\\_obstacles\\_bfs\\_2003\\_19.pdf](http://www.boverket.se/globalassets/publikationer/dokument/2008/hin1_removal_of_easily_eliminated_obstacles_bfs_2003_19.pdf)
- Tveit, M., Ode, Å., Fry, G., 2006. Key concepts in a framework for analysing visual landscape character. *Landscape Research*, 31, pp. 229-255. Available as e-journal at SLU Library.
- Ulrich, R., 1999. Effects of gardens in health outcomes: Theory and research. In C.Cooper Marcus and M. Barnes (Eds.), *Healing Gardens*. New York:John Wiley & Sons, pp. 27-86. Available at SLU Library.

## Project specific literature

Intensive reading of literature originating from project specific searches conducted by the students individually, with possibility to book guidance from the library staff: <https://www.slu.se/en/subweb/library/contact-us/book-a-librarian/>