

Evidence based design of single-bed patient rooms: Exploring the processes behind two successful stories

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Evidence Based Design (EBD) is a promising approach in reducing the prevailing quality gap and pursuing new quality goals (Gesler, 2004). The ultimate aim of the EBD is to increase the use of rigorous evidence. However, project level actual procedures of EBD are neither self-prescriptive nor unique at every application. The process can be facilitated by a range of ways for collecting and applying evidence during the design process (Wanigarathna et al., 2012). This nature of EBD has opened up many prospects to implement EBD at project level. But, these tailored procedures and their relative merits at different contexts are less reported.

The aim of this paper is to contribute to this knowledge gap by responding to two main questions. Firstly, how the principles of EBD are applied by different project organisations, in different project contexts. Secondly how these different approaches to EBD ensure the success of ultimate design of the hospital. In the paper, the evidence based design process of a single-bed patient room was selected as an example to respond to two questions. The EBD processes used during designing were explored through interviews with representatives of design team and hospital trust and through documented evidence. Further interviews with representatives of hospital trust and hospital staff revealed the performance of the design.

Two project organisations have taken different approaches to design. Interviews confirmed both designs as successful in terms of performance at the operational phase. EBD approaches taken during designing have been influenced by opportunities to access the rigorous evidence. Project teams have ensured the success of the design through different approaches to col-

lect, evaluate and apply evidence. The processes have also been influenced by project unique circumstances and requirements. Success of the design has not largely been dependent on the design approach, but corresponding and appropriate activities.

References

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