

SAFE
skins

SAFE*niños*

● ArtCenter Students Co-Create  with
COANIQUEM  Patients  Families and
Staff  to Design Innovative Healing 
Environments  for Child  Burn Survivors

How can we envision innovative and empathic
environments that support optimal healing for Latin
American children who have suffered severe burns?

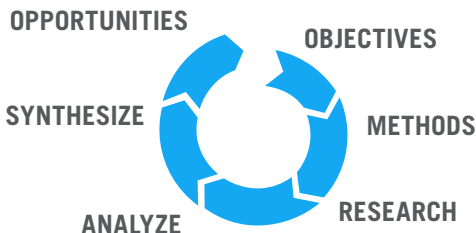
An Educational Partnership for Social Impact:

hosted by:
Environmental Design +



Field Research

Research Process



Outline of Research Topics & Methods

- 1) **DAY IN THE LIFE**
Timeline
Patient Journey Map
- 2) **HOPES/FEARS**
Feelings Cards*
Drawing / Collage*
Semistructured Interview
- 3) **SPACES & FLOWS**
Multi-Sensory Maps
Mapping Flows
Guided Tour
- 4) **SENSORY EXPERIENCE**
MultiSensory Recording*
Design Probe*
- 5) **SOCIAL INTERACTIONS**
Fly On The Wall
Shadowing
- 6) **CO-VISIONING PLACES**
Draw Ideal Space
Co-Planning Kit*
Collage

* prepare for these methods before travel

Objectives

Design Goals

- Engaging environments that are welcoming and therapeutic, as well as fun and interactive
 - Tailor designs to meet the needs of pediatric patients, their families and healing professionals
 - Solutions may range in scale from: waiting rooms, play & learning areas, to interactive surfaces, to furniture & light, to wayfinding & campus systems
 - Develop high-impact, resourceful innovations for real-world implementation at Coaniquem & beyond
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Goals of Field Research

- Seek key opportunities for design to make an impact
- Build empathy & deep connections with people
- Consider all stakeholders: different age kids, parents/caregivers, medical professionals, staff of school/residence/clinic etc
- Listen to people's stories, dreams & needs & desires
- Collect both qualitative & quantitative data





Day in the Life

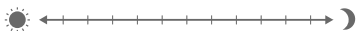
Catalog a day in the life of **patients, their families & Coaniquem staff**, with special attention to spaces.

How can design best impact **quality of life?**

Day in the Life

Timeline

Ask someone to draw a timeline of their day — at Coaniquem & at home. Start by drawing a line with a sun at beginning & moon at end. Together, draw activities on the timeline even if they sound mundane. Ask questions about favorite / least favorite activities & why. Construct a rich storyboard of a typical day.



Patient Journey Map



With patients/families, map the journey of their experience at all the stages of healing, from home to Coaniquem and back. Consider the whole timeline of recovery. Discuss emotions, goals, interactions & barriers that patients experience at each stage. What type of place are patients coming from (home / family / village)? What's their journey to/from home?

Tips*

- _Bring pictures of your family/pets/projects to share
- _Become genuinely interested in people's life and demonstrate sincere appreciation.
- _Be friendly :) Strike up an informal conversation with someone in the cafeteria or waiting room.
- _Distinguish between your observations & interpretations

Hopes & Fears



Seek to understand the **emotions, hopes, anxieties & challenges** of patients & families.

How can **design support** positive emotions and alleviate negative ones.

Hopes & Fears

Semi-Structured Interviews:

Plan 5-6 questions in advance for specific stakeholders (child, parent, Dr, waiting room staff, teacher, residence staff, therapist, etc). Practice how to open and close an interview. Seize insights + opportunities during the interview. Ask open-ended questions (i.e. Tell me about... How does this make you feel?)



Feelings Cards*



Use “feelings flashcards” to understand how certain spaces/activities make patients & families feel, and why. You may use these cards as a quantitative survey in a specific space, or as an opening to conversations about emotions. Ask what triggers fears/anxieties? How can design help calm?

Drawing / Collage*

Draw or collage together with kids. Prepare supplies & a set of images for collages (or buy magazines in Chile). What are kids' favorite activities when they're at home? What/who do they miss from home? What are their dreams for the future?



Spaces & Flows

KISTAR's

MUSEO TAN QUEL DIT EX 1980

casita de pulo

MARINA

Rosa's House

CHURRERO

9-10-11

Seek opportunities for **innovation in spaces.**

Spaces & Flows



Multi-Sensory Maps

Create rich plans, sections and maps that show: dimensions; furnishings, materials, colors & surfaces; way-finding & signage; light & views; tactility & tactility, sounds, smells, etc.

Guided Tour

Ask different stakeholders to take you on a tour. Ask them to show you their favorite & least favorite places, and why.



Mapping Flows

Document flows, such as: movement paths; high/low activity areas; public/private spaces; flows of communication & information. Overlay these flows on maps. Consider different times of day/night.

Questions

- _How spaces encourage people to move, rest, play...
- _Ask: Who? What? Why? When? Where? How?
- _What's currently working, even if it's not "pretty"?
- _Who is served by the current arrangement & how?

Sensory Experience



What do patients **see/hear/touch/taste/smell** in different spaces?

How can we design for these senses to **reduce stress** and **enhance well-being**?

Sensory Experience

Design Probe/Journal*



Prepare a kit that is playful & encourages users to document their own experience and share it. Give this generative package (a “design probe”) to users. You might include: sketchbook/drawing supplies, disposable camera, audio recorder, w/instructions. Ask the participant to narrate what they create.

Multi-Sensory Recording*

Experiment with inventive, compelling ways to represent: light, sound, motion, texture, smells, tastes. For example: audio recording, time-lapse, motion blur, collage, narrative writing...



Tips & Qs

- _ Bring a small tripod for phone to help record spaces.
- _ Whether to increase or decrease sensory input to improve kids' wellbeing at different recovery stages?
- _ Consider research elements that explore all senses since kids express themselves in different ways (with music, words, movement, visually, thru nature, etc)

Social Interactions



How does place shape **social interactions** between patient, family & Coaniquem staff?

How can we design to optimize positive social interactions that **promote healing**?

Social Interactions

Fly on the Wall

In public spaces on the campus, observe and record behavior within its context, without interfering with people's activities. Note: people often change behavior when they are being observed.



Shadowing

With permission, tag along with different stakeholders to observe and understand their day-to-day routines, interactions and contexts.

Tips

- _ Consider how kids of different ages need privacy, time with family, community.
- _ How do furniture & space configurations impact social interactions?
- _ Gather direct, unfiltered quotes.
- _ Ask “why” 5 times, to get to the real why.
- _ Remember to question your assumptions.

Co-Visioning Environments

The diagram illustrates a spatial layout with various objects and furniture. A central area is connected by yellow arrows to a top section and by red arrows to a bottom section. The top section includes a 'LIEPERO' box, a 'H2O' container, and a 'TATU' box. The bottom section includes a 'PANGE' box, a drum, and a large oval area containing symbols and a flower. Other objects include a 'H2O' container, a 'TATU' box, a 'LIEPERO' box, a 'H2O' container, a 'TATU' box, a 'PANGE' box, a drum, and a large oval area with symbols and a flower.

How can we work **collaboratively** with different stakeholders to **envision environments** and designs that promote healing?

Co-Visioning Environments

Draw Ideal Space



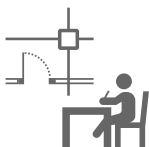
Bring drawing supplies, and ask participants to draw their ideal space. If focusing on a specific space, prepare a worksheet in advance with different views of that space for the participant to draw on (for example, overhead view, or flat-on view, or simple perspective). Remember to ask why.

Co-Planning Kit*

Prepare a kit in advance, to use as a tool to envision spaces and designs with stakeholders. For example, draw & cut out “puzzle pieces” of furnishings and ask the participant to rearrange the pieces to create an ideal configuration. Or make a basic model of a wall with scale figures, and give participants tools to ‘decorate’ it. Bring kids collage supplies.



Collage



Create quick collages, sketches, renders - digitally or by hand - as a way to share your initial vision for design with stakeholders. Show multiple ideas to elicit their honest feedback.