

SAFE

simos

SAFE *niños*

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

Envision holistic healing environments for kids
recovering from burns. How might design for Puerto
Montt (South) & Antofagasta (North) COANIQUEM
Campuses embrace Chile's unique regional contexts?

An Educational Partnership for Social Impact:

Hosted by:
Environmental Design +



Designmatters



COANIQUEM



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Field Research

Research Process



Research Topics & Methods

- 1) DAY IN THE LIFE**
 - Timeline
 - Kids Drawing Journal
- 2) HEALING JOURNEY**
 - Patient Journey Map
 - Shadowing
 - Semistructured Interview
- 3) HOPES & FEARS**
 - Card Sorting*
 - Make Puppets*
- 4) SPACES & CONTEXT**
 - Sensory Mood Boards
 - Guided Tour
 - Spatial Diagrams
- 5) SOCIAL INTERACTIONS**
 - Fly On The Wall
 - Personas
- 6) CO-CREATE**
 - Draw Ideal Space
 - Co-Design Collage*

Objectives

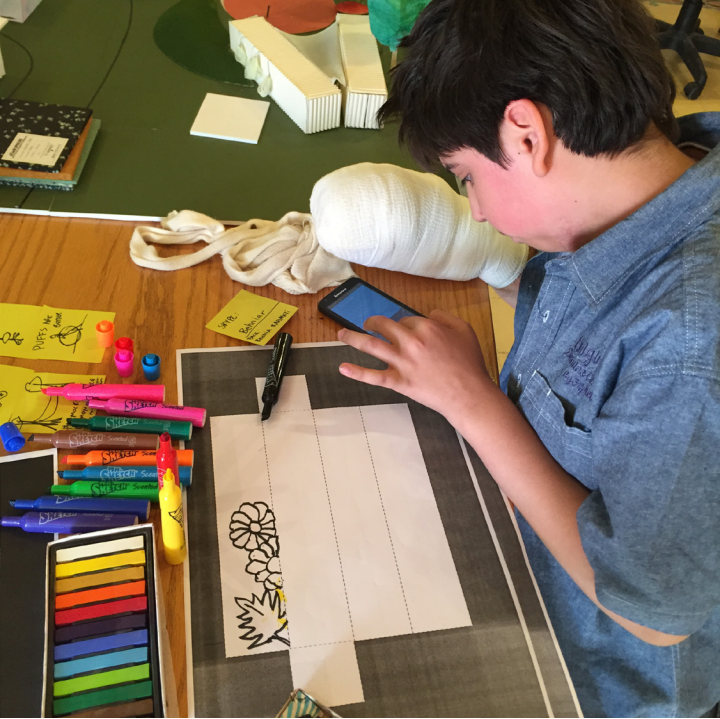
Design Goals: North & South Campuses

- 1) Engaging environments that are welcoming and therapeutic, as well as fun and interactive
 - 2) Tailor designs to meet the needs of pediatric patients, their families and healing professionals
 - 3) Develop high-impact, resourceful innovations for real-world implementation at COANIQUEM
 - 4) **Antofagasta (N):** Seek opportunities for extended campus to engage both kids & elder communities?
 - 5) **Puerto Montt (S):** Resourcefully transform a new rehabilitation center into an engaging environment
 - 6) **Potential outcomes:** spaces for treatment, play & gathering; interactive & print storytelling; fixtures & spatial graphics; campus systems
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Field Research Objectives

- 1) Seek key opportunities for design to make an impact
- 2) Build empathy & deep connections with people
- 3) Listen to people's stories, needs, dreams & desires
- 4) Consider all stakeholders: different age kids, parents/caregivers, medical professionals, staff of school/residence/clinic, local communities
- 5) Understand unique ecological, cultural, social, and historical contexts in Chile's North & South
- 6) Collect both qualitative & quantitative data

Day in the Life



Catalog a typical day in the life of patients, 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. Ask questions about favorite & least favorite activities & why. Construct a rich storyboard of a typical day.



Kids Drawing Journal



“Engaging kids in drawing is a great way to communicate and understand...what they are thinking and what they are feeling...”

It is essential to allow the child to tell you what the drawing means to them. They might look like they mean something particular to you, but the child has an entirely different idea of what they mean.”

Designing for Kids by Krystina Castella

Tips*

- _Bring pictures of your family/pets/projects to share
- _Be friendly :) Strike up an informal conversation with someone in the cafeteria or waiting room.
- _Demonstrate sincere gratitude.

Healing Journey



Map a child's healing journey from injury to stages of recovery. What aspects of the Healing Tree work well & what can be improved?

Consider differences between North & South.

Healing Journey

Patient Journey Map



Map the journey of a child's experience at each stage of healing, from injury, to COANIQUEM, to the 1-12+ year recovery process. What emotions, milestones & challenges do patients experience at each stage? Consider differences in patients' backgrounds, hometowns & cultures between the N & S campuses?

Shadowing: Healing Tree



Tag along with staff & patients to observe and understand their experiences. How are they engaging with the Healing Tree story & design? What's working well and what can be improved?

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?)



Hopes & Fears



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

How might we design to reduce stress and enhance well-being?

Hopes & Fears

Card Sorting*

Print a set of image cards (or cut out images from magazines in Chile + glue to index cards). Ask participants to select a few cards that represent their hopes and dreams for the future? And fears/anxieties?



Make Puppets*



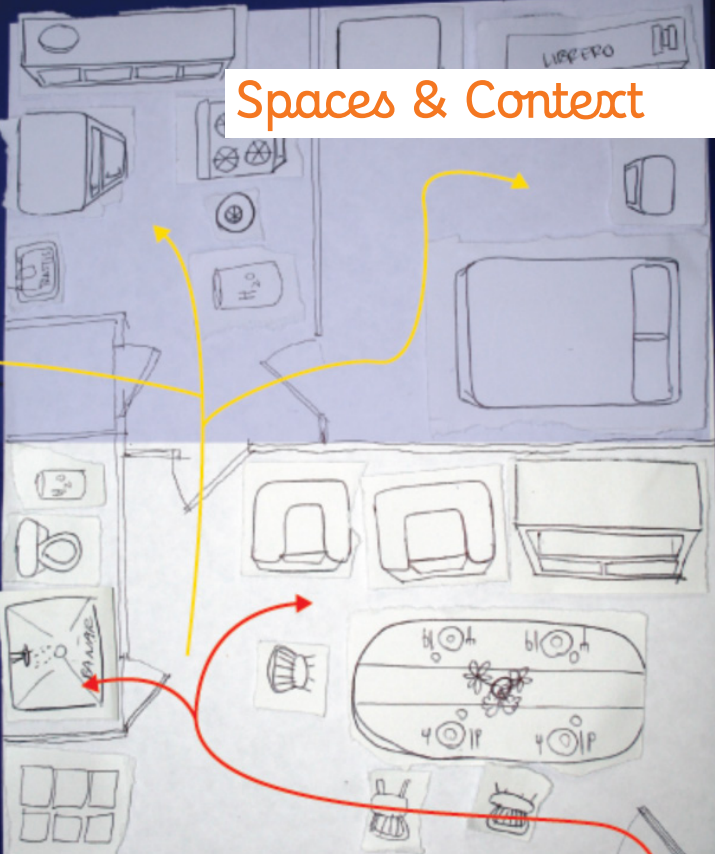
As a craft activity, make self-portrait 'people puppets' or sock puppets with kids (and parents). Ask each 'self-portrait puppet' to tell their story. What they love, what they dislike, what they wish for, etc?



Tips

- _ Gather direct, unfiltered quotes.
- _ Ask "why" 5 times, to get to the real why.
- _ Remember to question your assumptions: observations are different than interpretations.
- _ Consider research approaches that explore all senses, since kids express themselves in different ways (through music, visually, movement, words)

Spaces & Context



**Document spaces, campus layout, circulation.
Understand unique ecological, cultural, social &
historical contexts in North + South.**

How can local contexts drive design story?

Spaces & Context

Sensory Mood Boards



Collect images, graphics, colors & textures from the N + S. Create mood boards to evoke the different contexts of N + S. Study differences in culture, ecology, history. Express unique attributes through: key words; materials, colors & surfaces; tactility, sounds, smells; imagery, etc.

Guided Tour



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

Spatial Diagrams: N + S



Create floorplans & site maps that show: dimensions; arrows for how people move through space; furnishings, materials, colors & surfaces; way-finding & signage; light & views; program zones. Visualize these layers of info onto plans/maps.

Social Interactions



Understand social interactions between patients, family, staff & local community.

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

Social Interactions



Fly on the Wall



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

Personas



Seek to understand the different stakeholders at N + S campuses. Develop 3-5 personas to represent: different age kids, parent, staff, community members (neighbors in S / elders in N). Describe each persona's behavior, values, goals and needs. For each persona, gather direct quotes & lifestyle imagery.

Tips

- _ Consider how kids of different ages need privacy, time with family, community.
- _ How do space configurations & furniture layout impact social interactions?

Co-Create



How can we collaborate with different stakeholders to co-design environments and experiences that promote healing?

Co-Create

Draw Ideal Space



Bring drawing supplies and ask participants to draw their ideal space. Or, take a photo of existing space and ask participant to draw over the photo on iPad/phone their ideas for the future of this space. Ask them to narrate what their drawing means for them.

Co-Design Collage

Use collage as a tool to envision spaces and designs with stakeholders. Collect images from local magazines & ask stakeholders to make collages to express their ideal activities / mood / ideas for the future campus.



Sketch ↔ Feedback



Create quick sketches to share your initial vision for design with stakeholders. Show multiple ideas to elicit honest feedback.