Creating a Therapeutic Landscape for Children

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Creating a Therapeutic Landscape for Children

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Department of Landscape Architecture
Abstract

Children with health problems are removed from their familiar environment and placed into a hospital situation during their time of sickness. Many hospitals are focused on helping a child become physically healthy, forgetting the importance of emotional health. Children are emotionally sensitive to their surrounding environments, especially to hospital situations. They are in an environment that lacks the ability to stimulate the child’s senses, therefore, creating a situation that is extremely stressful and can have a tremendous effect on the child’s ability to heal. The focus of this project was to emphasize the importance of holistic healing and create a place for children to escape the negative aspects of hospitalization. The project was located at Lutheran Hospital, Fort Wayne, Indiana. The intent of this project was to compliment Lutheran Hospital’s theme of holistic healing and implement a series of spaces for healing outside the hospital walls.
Introduction
Humans have always been intrigued with the natural environment. We have always had a special bond with the natural world surrounding us. This bond with nature is a very emotional and psychological one. Our environment which effects our everyday experiences and how we view our surroundings, can have profound consequences to our psychological well being. What we observe and encounter in our landscapes can alter the individuals subjective feeling. The natural world surrounding us has qualities for bonding and healing. An earlier healer once wrote, "The greater part of the soul lies outside the body." (Rosak, ***) This implies that nature can heal one’s inner psyche.

Therefore, alterations to the external world could have a profound effect regarding one’s health and could be very therapeutic. Connection to an environment becomes even more important when dealing with a hospital situation.

There are many people that are confined to a hospital and many of them are in a hospital for an extensive visit. Patients stay in a place that is focused on sickness and disease. Today, hospitals do not concentrate on the issue of holistic healing. The hospital environment is focused on helping the patients to become physically healthy. With health being the main focus, many hospitals are missing the reality of healing one whole self. Therefore, hospitals need to rethink the hospital experience in order to cure a patient physically and psychologically.

Presently, there are many people that are being effected by serious illnesses. With their sickness, they are extracted from their secure environment and must be placed into a unfamiliar environment, a hospital. This environment which they are confined to is limited to a connection to nature. Discovering a harmonious bond between these people and their environment may be the key to help the healing process which they seek.
Children, in particular, have a very special bond with nature and their surrounding environments. They have been said to have an innate sense of love for the natural world. Although, many adults have lost their connection to nature, children still contain a spiritual connection with their natural environment. They tend to appreciate nature and hold it as an integral part of their everyday lives.

Children are very sensitive to the world surrounding them. Their relationship to their environment is very important. Children have a tendency to experience their environment through experience. They absorb their surroundings through smells, tastes, feelings, and images. Piaget (***>) expressed that young children take the world in through their senses and experience their own bodies in relation to what they see, touch, and taste, hear and smell. In other words, they make sense of what is around them through experience.

Children become especially sensitive when he/she is placed into a hospital environment. The child is removed from their comfortable surroundings and relocated into an unfamiliar atmosphere. In hospital situations, children are not only removed from their familiar environment, but they are also removed from an environment that stimulates many of their senses. It is a place of sickness and sterility. Therefore, hospitalization is an extremely stressful experience for the child and can have tremendous effect on their lives.
Case Studies
In 1992, Susan Child was asked by the Institute for the Development of Childhood and Adolescence to design a garden. This garden was to become an essential element for the treatment of traumatized children and to help complement the therapy process. The site, 1 acre in size, was established in Wellesley, Massachusetts. The garden was to be created as an outdoor piece to the clinic and was linked to the children’s playroom inside the developmental center.

Susan Child had a variety of site conditions to consider while designing this therapeutic garden. It was against a 1-acre site that contained many mature beech and oak trees. The garden was to be placed into a landscape that had swampy grass and showed signs of several once existing streams. Child took notice to these conditions and enhanced the site. Susan Child stated that the arrangement of the vegetation created an apparently fortuitous design, where the most intimate areas contrasted with those that open out, and which modulated the interplay of light and shadow as one moves through the garden.

The garden consists of six major spaces or rooms. A new stream, resembling a branching tree, is the narrative element on the site. This “stream” meanders throughout the site, creating these six different spaces. Each space emphasizes a different stage a child will experience through the therapy process. These six rooms are a cavernous opening, a small hill, and island, a wooden platform, a pond, and a sunlit clearing. Each offers the children a different experience. The cavernous opening is planted with oaks, birches, viburnums, and wild hazelnuts for shady opportunities. Here the child is encompassed with the feeling of protection and stability. The small hill within the garden is utilized by the children as a conquering piece and allows the child to feel victorious and somewhat powerful. The island gives
a much different sense. It is a place where the child can venture off to be alone and out of the confines of others. In the garden there is also a wooden platform where the children are able to explore, but discovery and adventure are saved for the pond. The pond is a space defined by reeds and ferns and is the ending point of the meandering stream. The last element or space in the garden is the sunlit clearing. The sunlit area is bordered by shrubs and bushes and gives the children space to run and play.

The garden is designed to encourage the children to Venture to all areas of the garden and the lack of specific view points allows the child to venture and not be seen at all times. It is a place for the child to explore and express their inner thoughts and feelings. It is definitely a series of spaces that allows the child to express their emotions and gives them the opportunity to strengthen their imagination.

Children and environments
Herrington, Susan. The Received View of Play and the Subculture of Infants. 1997. Landscape Journal. 149-159.

Landscapes, whether natural or designed, should stimulate a variety of psychological, physical, and philosophical elements regarding the human body. Susan Herrington discovered that these three elements were rarely found in children's playing landscapes and was determined to offer children a unique place for play. Today, many children spend the majority of their time interacting with their physical environment (whether it be at school, daycare or in the backyard). Herrington believed that many play environments suffered from a variety of problems. These problems included the lack of interactive play that evoke the child's social, emotional, physical, and cognitive development. Not only do play environments lack these four important elements; many lack a sense of space and uniqueness. Previously, children parks and playgrounds have been designed for specific play that occurs on top of the land with prefabricated structures. Herrington observed these problems and decided to design The Infant Garden located in Davis, California.

Previously, play environments were designed to meet only safety and physical fitness needs of the child. The physical development of a child had dominance over the other important aspects of child development (such as social, emotional, and intellectual development). Unfortunately, physical development still prevails over the others. Herrington believed that the four developmental domains were essential for the development of young children. She stated, in the article, that if "outdoor spaces had considered the social, emotional, and cognitive facets of the child, a rich dialogue between play and the manipulation of space, form, light, air, smell, texture, and material could have been imagined". Therefore, in order to create such an imaginative space for children, all of the four developmental elements should be implemented into the design process.
(1) The Central Mounded Ring
The Central Mounded Ring is a ring of mounded earth covered with grass. Here is where all activity begins and then ventures off into the other areas of the garden. The ring is the place that gives the child a sense of entry and exit. It is the main hub of the playing landscape. A shade structure protects most of the mound. This structure captures the wind, allowing the child to hear and see the effects the wind has on the garden. Not only is the structure influenced by the wind; the sun also affects it. The structure can change heights and positions to adjust to the seasons and solar orientation. The mounded ring is to embrace the child; "it is the node from which all activities extend and where very active behavior takes place".

(2) The Pine Circle is a circular grove of pine trees. It is designed to create a private space that is separated from the rest of the garden and the active mounded space. The plant material was selected in order to attract the children's interaction. The plants encourage the acts of smelling and touching. This room of pines has unique texture and color to invite the child's sensorimotor skills.

(3) The Maze consists of five different plant materials that are arranged in five rows. The plant material includes vegetation that is edible and has fruit for smelling, tasting, and touching. The five different types of vegetation are organized in a very geometrical form to mimic that of agricultural fields. Adjacent to this part of the garden is the parking lot. A hedge of bamboo stalks protects the children from the parking lot and encourages the child to listen to the affects the wind has on this site.

(4) The Mist Field is a unique part of the garden that includes a system that emits mist. Herrington designed this field to invite the child to touch, see, and move with the mist.
(5) The Paving Mosaic is a paving grid that is made up of four different paving materials. The materials include slate, brick, cobblestone, and tile. These different materials provide the child with a variety of textures to touch, slide, scoot, and walk across.

After the implementation of Herrington’s design of the Infant Garden, research and observation was done to see the differences of previous play environments to that of Herrington’s design. Sarah Jane Neville, from the University of California in Davis, observed significant differences in child play. Neville found that in the Infant Garden, children used more of the space surrounding them. Manipulations throughout the play environment were more complex and varied throughout Herrington’s design. Play associated with the caregivers or adults was observed 95 more times and interaction with natural objects 30% more in the Infant Garden.

Herrington’s design has the opportunity to not only help children with physical development, but also social, emotional, and cognitive development. All of these elements are important to the growth, health, and development of our children. Herrington concludes the article with an important statement. "By creating play spaces for children that express all the complexities of landscape and that in turn support the social, emotional, physical, and cognitive development of children, we will inspire their sense, their minds, and their hearts."
Children and nature

Healing
Problem
"The world is sick; it needs healing; it is speaking through us; and it speaks the loudest through the most sensitive of us."

Sarah Conn, a clinical psychologist

Problem:

There is a large number of children that are physically ill and are in need of holistic healing. They need a form of healing that focuses not only on the physical part of health, but also psychological health. Children are extremely sensitive to hospitalization and its effects on their emotional state. Therefore, the health care facilities need to reconfigure their emphasis of healing and thus gear toward child based needs in a hospital situation.

The hospital experience can have a tremendous impact on a child’s life. Illness and hospitalization are extremely stressful experiences for children. When a child is relocated to a hospital many problems occur. Not only does the child undergo terror and misunderstanding of the situation, anxieties and stresses can be multiplied. The child may misinterpret the situation and believe he/she is in the hospital due to something they have done wrong.

1st 24 hours:

During the first 24 hours at a hospital, a child encounters many stressful situations. Once at the hospital, the child is taken away from parents. He/she is removed from their clothes and put through a series of admittance tests. These tests may include x-rays, blood tests, and other essential exams. After the exam period, the child is relocated into a room that is unfamiliar and intimidating. The room may contain many machines and instruments that the child may see as terrifying. Upon being resituated inside the hospital, in the first 24 hours the child is exposed to an average of 54 contacts which include doctors, nurses, and staff. All of which are complete strangers and are not the child’s mother.
5 Sources of Stress of hospitalization:

1) separation from parents
2) relocation to a new & unfamiliar environment
3) loss of autonomy
4) lack of control
5) fear of bodily harm and/or death

3 phases of admittance:

Protest
The protest phase occurs from only a few hours to several days after being admitted. The child is in major grief due to being separated from his/her mother. The child is confused about what is happening and scared about the unfamiliar environment that he/she is in. The child may cry loudly, shake, and throw about his bed. He/she also refuses any attention that the nurse offers.

Despair
The child continues needing his mother. He/she shows hopelessness. The child is less active and cries on occasion. He/she becomes very withdrawn and still more mother.

Denial
In this phase of admittance, the child begins to show more interest in his/her surroundings. Although this may seem to be a good sign, many times the interest is superficial. The child seems to become more happy but in reality, the child is hiding his/her true feelings and are beginning to repress very strong feeling of being separated from their mother. The child shows a clinging behavior and will not leave the nurse.
Healing
Healing:

What is healing? The word healing in the Webster's Dictionary means to restore one back to health. Although, this is termed as the definition, healing is more than just restoring one's health. It deals with more than restoring or curing an illness. Curing only goes to the point of physical wellness. Healing is much more than curing. It includes the physical, psychological, and spiritual well-being. Healing is mending both the internal and external body. Therefore, to heal an individual many elements must be taken into consideration when creating a place for therapy.

Therapeutic:

The word therapeutic is described as having or exhibiting healing powers. Again, to heal is to deal with physical, psychological, and spiritual issues of an individual. So, in order for a place to exhibit therapeutic qualities, it must deal with all three issues of well-being.

Therapeutic Landscape:

A therapeutic landscape is an environment that promotes healing and is utilized to improve one's mental, physical, and spiritual health.

History of Healing:

- The Egyptians believed that murals of nature placed in healing environments would aid in healing processes.

- Greeks thought that natural elements such as water and mountains helped individual's body, mind, and restore natural rhythms of the human body.

- In 1859, Florence Nightingale wrote *Notes on Nursing*. She believed environments can have tremendous impacts on patients. She expressed that the physical environment can be a tool for healing.
A Way To Solve:

Lutheran Hospital located in Fort Wayne, Indiana has created a very intriguing way of meeting the health care needs of children. The Children’s Hospital has invented an environment with imagination and color. Lutheran has emphasized that children’s needs are unique and different than adults and the healing environment should tailor to children. The environment treats children from minor illness to very serious diseases. Whether a child is at the hospital for minor or serious illness, Lutheran Children’s Hospital allows the child to feel comfortable and express their imagination.

Lutheran Children’s Hospital:

Lutheran Children’s Hospital has currently finished the renovation of the Children’s Hospital. The Children’s Hospital was designed by MSKTD Architects and has received first place state award for Outstanding Construction Project in the Institutional category. The project includes a tree house elevator and a 16-room outpatient clinic. The design contains colorfully decorated hallways, rooms, and waiting rooms. It is geared toward the child eye with its bright colors and unique animated characters. The project also includes reconstruction of the pediatric impatient facilities, such as patient rooms and nursing station. The Children’s Hospital was completed in March of 2000.

The design contains elements that:
- stimulate the imagination.
- brings nature to the child.
- provides a sense of security.
- engages the child in exploration.
- provides intriguing color and texture.
- evokes a sense of well-being.
- provides an escape from the hospital atmosphere.
- recognizes the needs of children.
- considers children’s scale.
Lutheran
Site Context:

The project site is located in Fort Wayne which is located in northwest Indiana. The hospital lies on the south west side of Fort Wayne and is bounded by two major roadways. Highway 24, which goes into Huntington, runs along the south and Interstate 69 which borders the east side of the site.

Lutheran Hospital is situated on a medical campus and accompanies many other medical facilities. The main entry is off of Highway 24 and leads your vies directly toward the hospital.
Photo Gallery
Photo Gallery: treehouse
Photo Gallery: out patient clinic

Humans and nature

Healing
Photo Gallery: hallway

Humans and nature
Photo Gallery: pediatrics wing
Project Description
Hypothesis:
The development of an innovative, interactive, discovery-based, “natural” landscape for children can transform a negative medical experience that focuses on sickness to one that concentrates on a positive, holistic, healing experience. Therefore, healing will evolve into a more rapid therapeutic experience.

Project Goals:

1) to improve the quality of life for seriously ill children.

2) to eliminate stress children undergo while they attempt to recover and heal from illness.

3) to alter a negative and stressful experience into a positive one.

4) to help the child’s family cope with the stress of a hospital experience.
Description of Project:

Children and their bond with nature can invoke a sense of well being. Therefore, creating a place that connects the child to nature can provoke healing in ill children. The purpose of a therapeutic landscape for children is to create a place that sick children can escape the stale medical atmosphere and enter a place for exploration and imagination. The project is to an integral part of a children’s medical facility. The design contains a series of goals and objectives to facilitate a healing process. The therapeutic landscape also contains a variety of unique aesthetic aspects that recognizes the child’s developmental and therapeutic needs in an outdoor environment. Healing is provided by a series of different therapeutic stages and is facilitated through art and play therapy. The landscape provides stimulation of sensorimotor skills and attract not only children. The therapeutic landscape also recognize the needs of faculty, parents, and visitors. It is a place for all to escape the medical environment and to venture into a natural landscape. Hence, the landscape alters the medical stay or visit into a relatively positive one.

Client Description:

**Primary Clients:**
- sick/ill children that are visiting or confined to the hospital environment.
- therapists and doctors that are involved in the healing of these ill children.

**Secondary Clients:**
- family members that are visiting the ill children and will help in the healing process.
Inventory & Analysis
Pediatrics Wing:
The main focus area is located on the third floor of Lutheran Hospital. This area is considered to be the Children’s Hospital. Construction and renovation of the new facility was recently completed. The facility consists of 20 patient rooms, offices, nursing stations, exam rooms, and an intensive care unit. An overall theme of nature and treehousing runs throughout the children’s facility. The theme and facility was designed by MSKTD Architects of Fort Wayne. The place provides the children with a space very unlike a hospital atmosphere.
Inventory & Analysis

Inventory of Spaces:
- 20 patient rooms
- lounge area consists of eating, resting and changing areas
- several offices and open nurse’s area
- 1 playroom with access onto roof
- several exam rooms that are located in an interior hallway
- 6 child intensive care units
- other patients that must be taken into consideration

Focal Areas:
The red areas are the focal areas. These are the areas in which the design will concentrate on.

**Area 1:** This area is recommended to become a therapeutic space for the nursing staff to escape and heal themselves.

**Area 2:** These three areas are areas of no access. Patients will not be able to access these areas, but the patients will be able to enjoy the design from here.

**Area 3:** This is the main focal area. Here is where the majority of the design be contained and accessed.
Views:

All patient's rooms have views that overlook large portions of roof space. The roof of the hospital is a typical large, flat, roof that is covered by rocks and pebbles. The roof is very expansive and views onto these roof areas are quite unpleasing. Therefore, in order to improve the child's stay, the rooftops need to be altered into an attractive and eye catching space.

Access:

Blue Areas:
These spaces are areas of observation. Patients and visitors will not be able to access these areas of design.

Orange Areas:
These spaces are areas of observation and interaction. Patients and visitors will be able to enjoy and access these areas of design.
Opportunities & Constraints:

**Opportunities:**
- Skylights: The two accessible roof spaces have skylights. These skylights have opportunities to be utilized as amenities in the design.
- The second floor: This is also an opportunity. Some of the patients views look out onto this rooftop. Therefore, this space could be improved and utilized as an amenity also.

**Constraint:**
- The patients in the nest wing are somewhat of a constraint. The hospital staff and administrators have requested that these patients not be disturbed.

**Proposed Activity:**
Due to the concerns of the patients in the next wing. The design has a gradual change in activity. High activity is close to the playroom, then gradually changing to passive activity the closer the children get to the windows of the next wing.
Main Focus Area:

- Access is from the playroom located inside the pediatrics wing.
- Intensive care unit window border the site, but the windows are small and too high for the patients to see onto the space.
- Skylight is an opportunity for the children to utilize as an observation zone.
- There are three vents located on the roof space. The architect has stated that these can be removed.
- The 6" ledge is to be turned into a wall for protection and safety of the children.

Sun/Shade Opportunities:

The space has opportunities for both shade and sun. The placement of the building allows for the west side of the site to be more shady and the east to be prone to more sun. These sun/shade opportunities have an effect of the placement of spaces throughout the design.
Concepts
Activity Concepts:

Activity concept:

**Entry zone:** This zone is located off the playroom and takes the visitor into the site.

**High Activity zone:** This zone is a place for interaction among the children. Most of the high level and group activity will occur in this space.

**Low Activity zone:** This zone is for less interaction. It is closer to the restricted zone, therefore, less activity must take place here.

**Observation zone:** In this zone, children can take advantage of the skylight and observe the activity inside the hospital.

**Restricted zone:** This areas is restricted and off limits due to the patients in the next wing. They may not be disturbed and therefore the area must be blocked off.

Activity Concept:

Activity will transition from high activity to low activity. Therefore, group activity will be located further from the other wing and individual activity will be located closer to the next wing.
Nest:

The nest is an area dedicated for group interaction. Children will be able to communicate with other children while attending this space. The children will feel protected and secured while sitting inside the nest. Not only will they feel protected, but they will also protect the eggs within the nest. The children will become the nurturers while sitting on top and inside different types of bird eggs.
Cocoon:

The cocoons are elements located in the individual area. Here the children will be able to escape the hospital atmosphere and hide inside cocoons. They will, in a sense, become a caterpillar. After spending time inside the cocoon, the children will change and become something other than a sick child. They will become a very beautiful creature.
Butterfly:

The children will become a very beautiful butterfly. This is an area of child interaction. The children will interact with each other. They will become butterflies and be able to move their wings with the help of other children. So in a sense, the child is able to grow wings and fly.
Trellis:
The trellis is a structure that will provide shade and shelter for those patients that are unable to go out into the sun. Not only is it for shade, but the trellis is also a piece of design that was to bring the nature to the children in the intensive care units. The patients in the ICU are unable to see the exterior space, therefore, the design will bring nature to them. They will be able to see the natural material from their hospital bed.

The trellis is also a place for the children to hang plants that they have claimed until they are able to take them home.
Wall & Plan view:

The wall is designed to look as if the children are inside the clouds. The design of the exterior roof space was to take the theme the architect imagined outside. Therefore, the theme of the landscape was to play with the theme of being inside a treehouse and up in the clouds.

The plan view to the right is an example of what the second floor roof space could look like. The patients' rooms and the roof space design look out onto the second floor roof, therefore, the design should emphasize the idea of being inside a treehouse. This allows the children to spy on a "city" or "town" below while playing inside their treehouses.
Master Plan
Design Elements:

Entry:
Children & visitors enter the therapeutic landscape from the playroom located in the pediatrics wing.

Stream:
Once in the space, the children follow the meandering stream for a guided experience.

Nest:
The stream guides the child to this group area where the children act as nurturers and can interact with each other.

Sitting Area:
These branches are designated areas for parents and nurses to relax while keeping an eye on the children.
Axon

Cloud Maze:
This movable maze allows children to escape the guided stream and play inside the clouds.

Artistic Alcove:
This is an open space for children to exhibit art work, cards, and other important creations. It also is a theater for the children to perform with toys and hand puppets.

Cocoon Corner:
This space is an area where the children are able to hide and escape from the hospital atmosphere. The children become caterpillars and escape into their cocoons.

Caterpillar Cove:
This manipulative play area allows for the children to "move" and "crawl" with caterpillars. The children move petals that in turn move the caterpillars many legs.

Butterfly Bend:
Here the child is altered into a beautiful butterfly. The child is no longer the ill patient. He/she is reborn into a beautiful butterfly ready to fly.
Design Elements
The nest is a group activity area. It is a place where the children and nursing staff can communicate. It is a place for the children to feel secure and safe. They are surrounded and enclosed by the nest. Eggs are scattered throughout the nest. These eggs are different colors and textures. They are places where the children can sit or lean against while inside the egg. Sitting on the eggs allows for the children to act as nurtures. They become a bird and care for the egg. The children leave the role as one who needs nurtured. Therefore, they leave the sick patient role.

The eggs inside the nest are sitting areas, but they are also storage bins for the children's outside toys.

Cross section of Nest
Detail of Eggs

Perspective of Nest
The trellis is a structure for shade and interest. The natural material climbing on the trellis provides the ICU with nature and attraction.
Artistic Alcove

Artistic Alcove is an area for imagination and expression. Here the children can exhibit art work and other creations. This area is also a space for theatric performance with hand puppets and other toys.
Cloud Maze

The Cloud Maze is an area for the children to explore. This maze allows the children to escape the hospital and play inside the clouds. The maze is movable and inter-changeable. Certain parts of the maze move in order to change the atmosphere. The design alters, just as the clouds move in the sky.
Caterpillar Cove is an manipulative play area. This area allow the children to “crawl” and “move” with the caterpillar. The many caterpillars have pedals. When the children move these pedals, the feet of the caterpillar also move. This gives the children with the image that the caterpillar is moving. Thus giving the children some control of the environment.
Throughout the design, flowers are intertwined on vines. These flowers are manipulative and movable. The children are able to open and close these flowers. They are able to act as pollinators of the flowers.

Cross section of Cocoon Corner
Cocoon Corner is a space that children can hide and again escape from the hospital atmosphere. Here the children act as caterpillars. Instead of crawling like a caterpillar, the children actually hide inside cocoons. They are able to become caterpillars. Once they leave the cocoon, the children are symbolically altered into beautifully, healthy, butterflies.
Butterfly Bend is the area where the children become butterflies. They are able to "grow" wings and fly. The butterfly sculpture is light weight and is movable. Therefore, the children are able to move and help others move the wings back and forth, emulating a butterfly flying.

Cross section of Butterfly Bend
Axon

Perspective of Butterfly bend
Areas of No Access

The areas of no access are triangular roof spaces that are only visual. There is no access into these spaces. Although, there is no access, four patients rooms look out onto these areas. Therefore, it is important to create a visual interest outside the children's rooms.

These spaces have the branching that is throughout the main design. The branches have the flower vine wrapping around them to provide color. These branches create spaces that may attract birds and other natural creatures for the patients to view during their visit.
Conclusion
Conclusion

Children and their bond with nature can invoke a sense of well being. Therefore, creating a landscape that connects the child to nature, whether it be real or imaginative, can provoke healing in ill children. The purpose of this project is to create a place that sick children can escape the medical environment and enter a place for exploration and imagination. The design is a place that recognizes the needs of children and alters the children’s stay into a relatively positive experience.

Therefore, developing an innovative, interactive, discovery-based, “natural” landscape, it has the opportunity to transform the negative medical experience into a healing experience.

Altering the medical experience into a positive, healing experience is accomplished and the four main goals were met. These goals again are:

- improving the quality of life for seriously ill children.

- eliminating stress children undergo while they attempt to recover and heal from illness.

- altering a negative and stressful experience into a positive one

- helping the child’s family cope with the stress on a hospital experience.
Bibliography


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Bibliography


