Hospital Playrooms: A Collaborative Child Life Playroom Design Project Incorporating the VIPAR and Biophilic Design

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Introduction

Introduction of Panel

Description of Presentation

- CHFD 3235: Therapeutic Benefits of Play (Fall 2018)
  - Semester long project
    - Small groups of 3-4
    - Assigned groups
  - Course Exam: Final Project
    - Playroom Design
    - Paper
Objectives

• Articulate the benefits of using a playroom design project for a therapeutic play curriculum
• Analyze the use of the VIPAR and BIDM to facilitate learning
• Examine the benefits of collaboration with design experts during playroom design planning
• Understand how to use the VIPAR and BIDM as assessment tools
Demographics

- Total: 32
- 1 Male v. 31 Females
- Majors v. non-majors (chart)
Steps

1. Guest: Dr. McGee; Children’s Hospital Playroom Design
2. Small group planning using Dr. McGee’s checklist
3. Reviewed instructions for VIPAR: Observation and paper
4. Playroom Observation (using VIPAR)
5. Reviewed instructions for final project (4 parts)
6. Discussion/Planning in small groups
7. Final Exam: Group Presentations
Biophilic Interior Design

BDM
- Kellert's 6 elements
- Initially Developed with Child Life Play Rooms

Survey
- Survey of 90 Child Life Specialists
- Using 5 play rooms

BIDM
- Further developed with Interior Designers
- 54 final attributes
- 6 elements

Participants' rank ordering of “Best” Playroom are consistent with McGee’s Biophilic Design Matrix ratings (0-52)
Simon ranked higher than all other playrooms.

Nature elements best liked features in playrooms
BID-C

- **54 attributes**
- **6 Elements**
- **Reference sheet with definitions**
- **Website**
  
  [http://bethmcgee.wixsite.com/biophilicdesign](http://bethmcgee.wixsite.com/biophilicdesign)
• To present best possible scenario
• Measure playroom: meeting the needs of all pediatric patients and families.
• Quality checklist to assess playroom design and operation.
• Score each category and total the 18 categories.
• Highlight specific items to be improved
Ongoing Group Planning

Once students were assigned their partners:

- Met to design playroom
  - Groups self assigned tasks
  - All decided individually to use a theme
- Selected how to present
  - poster board
  - floor plan
  - 3-D model
  - PowerPoint
- Referenced prior experience & applied to 2 deliverables
Final Project

- Playroom Design
  - Presentation
  - Paper

“Scale” floor plan on a tri-fold board presentation
  - Counter and sink area
  - Large communal table
  - Lounge area
  - Stage
  - Toy storage
  - Sand and Ocean sensory play area

Finish color sections shown on back
More Presentations

Scale floor plan with grid paper
Around the World theme

- Upper story with ramp and slide
- Fish tank
- Windows
- Murals with animals
- Zoning with active play, art and infants
- Sink and storage
- Sand play
More Presentations

WELCOME TO THE JUNGLE

Computerized floor plan

Graph paper floor plan
Results

• Students understood how to use the VIPAR and BIDM as assessment tools

• Use of the VIPAR and BIDM to facilitate learning

• Articulated the benefits of using a playroom design project for a therapeutic play curriculum

• Saw benefits of collaboration with design experts during design

“As a group we used the VIPAR scale as guidance in making sure those small things that are often overlooked were not counted out in our playroom.”

Used nature based design in depth more than just a theme for healing.
Lessons Learned

• Students struggle to represent playroom design in 3-demintional space

  • Students were engaged with the project
  • Students used themes to achieve project design
  • Project helped application of VIPAR and Biophilic Design
  • Nature was used thoughtfully to reduce stress
    • Auditory Visual
    • Comfort Colors (blue, green, etc.)
    • Zoning Area’s and Sensory Items
    • Examples to show for future
References


