

DESIGN.build: Design for Community : Healing and Respite

INTERVENTIONS IN The Veterans Administration Emergency Room

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course description:

In this studio, we will be designing, and in the Spring quarter, constructing a garden for healing, respite, meditation and grieving in the emergency room of the Puget Sound Veterans Administration (VA) emergency room in Beason Hill, Seattle.

This class will focus on an ***in-depth exploration and investigation*** through design for ecological and human healing, gathering and cultural celebration. The population served at the VA is diverse and varies and is the largest medical provided in the United States. Many patients have polytrauma injuries and range in age, gender, culture and economic status. The range of services the VA offers will be described at the orientation but briefly they specialize in ?????? The veterans have served their country in WWII, Korea, Vietnam, Iraq and Afghanistan. The garden will not only serve patients but also staff and family members. This is a secure facility and while we are working within it you will receive identification and must act professionally and respect all VA rules and regulations

You will hear more about the VA organization and the project on Tuesday, January 5th during the orientation. The scope of work will include an analysis of existing conditions, input from stakeholders and the development of up to six schematic designs. We will begin the studio by dividing the students into teams and to prepare schematic designs that will be presented to the advisory committee. Once we have received direction, the designs will be synthesized into a final preferred design alternative that will be implemented. Once the landscape advisory committee approves the final design; construction documents, cost estimates and material take offs will be developed (see attached schedule).

Site



characteristics of class meetings:

This class will include various types of activities: individual work, teamwork, discussions, research, observation, field trips, lectures, workshops, student presentations, and critiques. For the majority of class time, the atmosphere will be like a studio or workshop. Students are expected to collaborate with one another in assigned, or self-selected teams, as well as seek design critique from instructors as well as classmates. The division of labor will involve some individual design, however the spirit of this studio is collaborative and all are expected to share **equally** in taking on responsibilities and labor

logistics:

Class will meet every Tues, Thursday (12:00 – 4:00) and -Friday afternoons (1:30 – 5:30) of the quarter (except for holidays). Tuesday and Thursdays will be formal classes and Fridays will be by appointment with the faculty as needed. Students are expected to **be present in Gould Hall for all class** meetings. Should a circumstance arrive that prohibits a student from attending class, it is the responsibility of the student to email all instructors (address above). The instructors may be reached via email (above) or via online office hours or by individual appointment. The materials necessary for this class are similar to materials used in previous studio classes. Materials will be discussed further in class.

learning objectives:

The overarching goal of this studio is to continue building your fundamental skills and thinking as designers, and to continue finding your own design voice, values and process. More specifically, this course is designed to help:

- understand and apply the principles of therapeutic and culturally expressive design
- refine your skills of conceptual design, design development and construction documentation as a fluid and interrelated process
- develop a deeper understanding of the construction process, the relationship between design and construction and management of a construction project

- continue to develop skills in design collaboration—working as part of a design team comprised of diverse experience and interests, negotiating distinct abilities and developing a shared vision with team members
- continue to develop the ability to synthesize multiple design alternatives and ideas
- practice the **iterative** process of design
- develop a deeper understanding of the construction process, the relationship between design and construction and management of a construction project
- approach the design process representing multiple points of view
- learn multitasking skills such as project management, construction coordination, design changes and design reflection

learning outcomes:

- basic competencies and comfort with community participatory design
- increased skill in conceptual design and design development
- develop a deeper understanding and competence in construction documentation and the building processes.
- develop a deeper appreciation for craft and art
- achieve a basic competency in multitasking skills such as project management, construction coordination

evaluation / assessment:

The class is a 6 credit class for those interested. Grades will be based on the following criteria:

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| • Schematic and design development documents | 40% |
| • Interaction with stakeholders | 10% |
| • Construction documents | 40% |
| • Attendance and participation | 10% |
| • Note any unapproved absences will result in a mark down of .2 for each infraction. Any late arrivals for class will receive a .1 mark down for each infraction. | |

This project promises to be engaging, challenging, rewarding and a good transition into your professional careers. If you have any questions or concerns during the quarter, please contact the instructor.