

# Engaging Waiting Spaces

The Zayed Centre for Research into Rare Disease in Children



# Engaging Waiting Spaces

- The ZCR Project within the Context of GOSH
- Re-imagining ‘Waiting’
- Developing the Brief
- Design Development
- Approach to Co-Design

# Great Ormond Street Hospital: a world class institution

- Top four paediatric research hospitals
- Rare and complex diseases
- International training centre for experts in child health



# A 'Research' Hospital

## World-leading researchers and clinicians

The researchers who will be based in the Centre for Research into Rare Disease in Children are international leaders in their fields, leading pioneering programmes of research.

Many are clinically trained and will be based across the hospital complex, including the new centre, providing important insights into the clinical problems facing children with rare diseases.

The research laboratories and clinical services located in the philosophy of the centre will bring cutting-edge translational and patient-focused approaches to research.

The research umbrella of the centre will be across seven main areas, covering the range of rare diseases and with a collaborative approach to research.

The families and the principal investigators that will lead these areas are outlined here.



### Molecular immunology

Professor Healy George  
Professor Andrew Franklin  
Dr William Gethin

aims to develop a new generation of treatments for the increasingly prevalent disease.



### Cancer

Professor Jairo Emdin  
Professor Nicola Ferrante

aims to develop new and personalized treatments with fewer side effects, especially for harder to treat childhood cancers.



### Neuromuscular

Professor Francisco Munoz  
Professor Sylvia Hooper

aims to develop a new generation of treatments for neuromuscular conditions.



### Respiratory

Professor Dirk D'Alagni  
Professor Ronald Smith

aims to develop understanding of how children acquire and develop severe and chronic respiratory infections.



### Regenerative medicine

Professor Paolo De Cangi

aims to develop novel strategies for the design and manufacturing of complex organs.



### Genetics

Professor Tim Beales  
Professor Michael

aims to identify more novel genes in the development of rare conditions.



### Cardiology

Professor Andrew Topol

aims to develop novel diagnostic methods to design and assess new cardiovascular devices.



ZAYED CENTRE  
FOR RESEARCH  
INTO RARE DISEASE  
IN CHILDREN

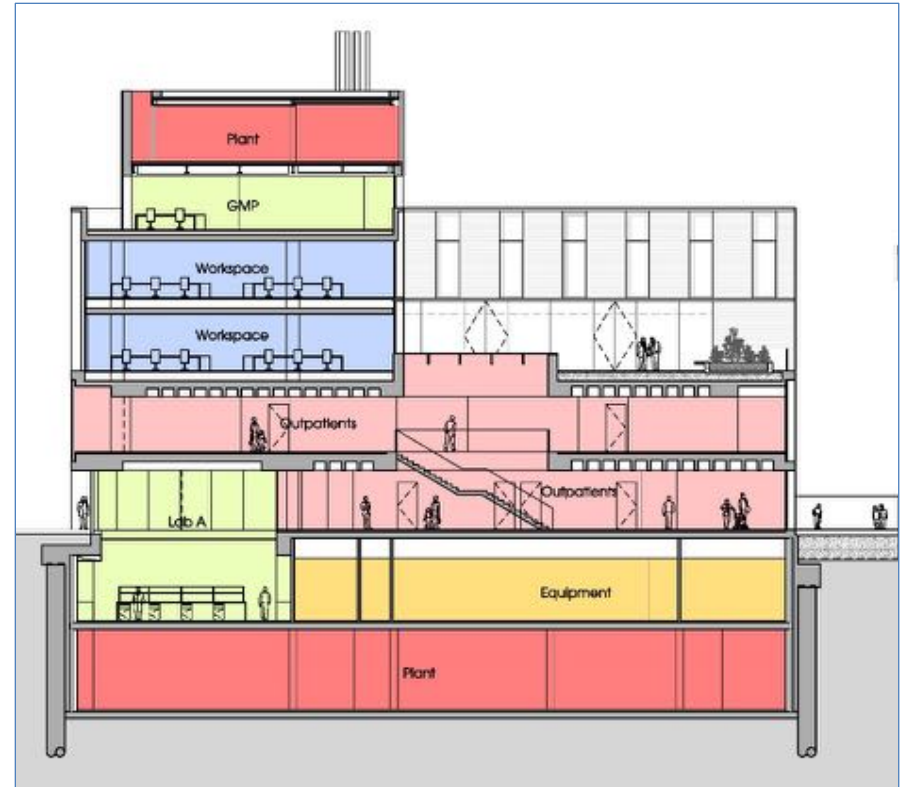


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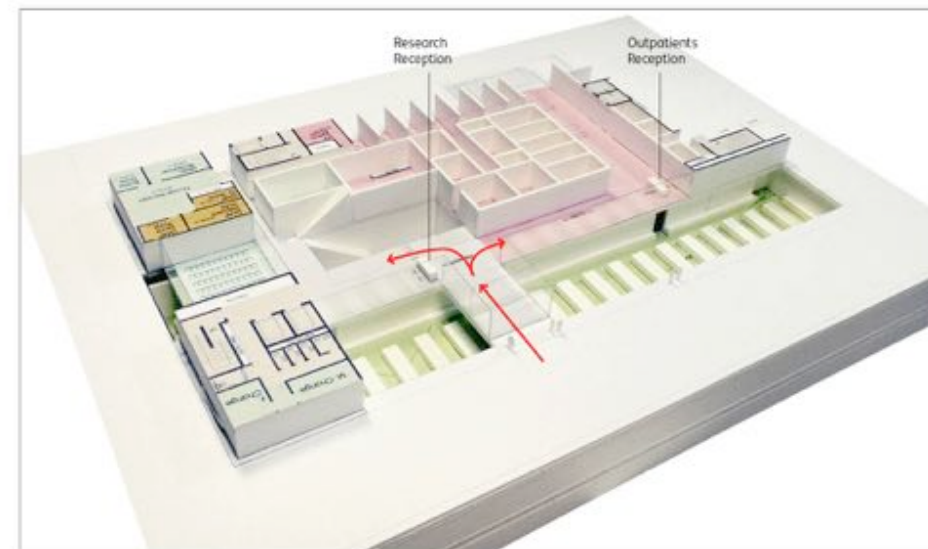


# Cutting Edge Facilities for Research & Outpatients

- 500 researchers, clinicians and allied health professionals
- 150 laboratory bench positions
- 10 rooms and 86 incubators for growing cells in the lab
- 7 clean room facilities
- 21 outpatient consulting rooms



# Arrival



# Waiting: Definition

“The act of remaining inactive or stationary while expecting something”

*(Oxford English Dictionary)*



# 'Waiting' Rooms at GOSH Past



# Waiting Rooms at GOSH Today



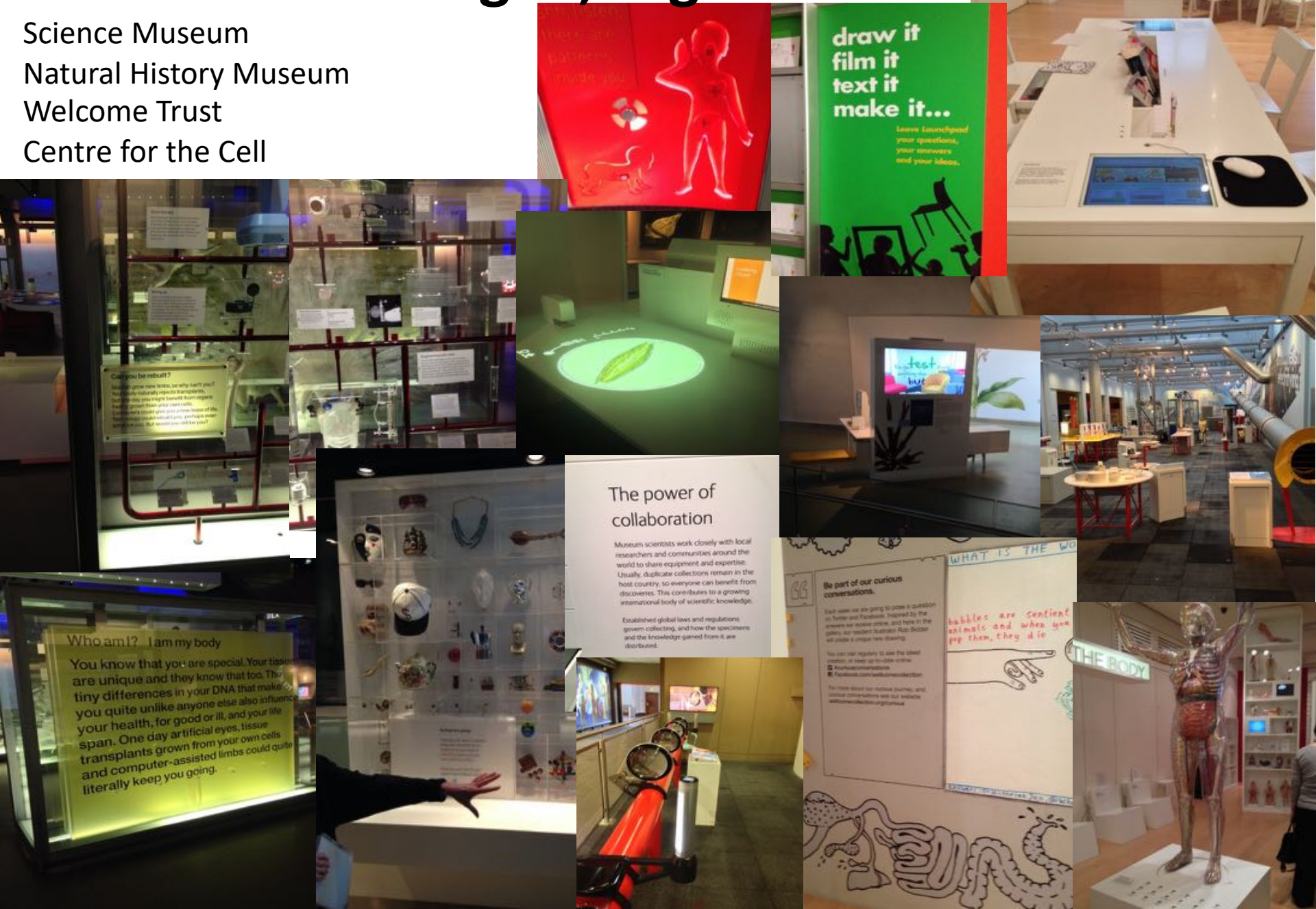


# Developing the Brief.....

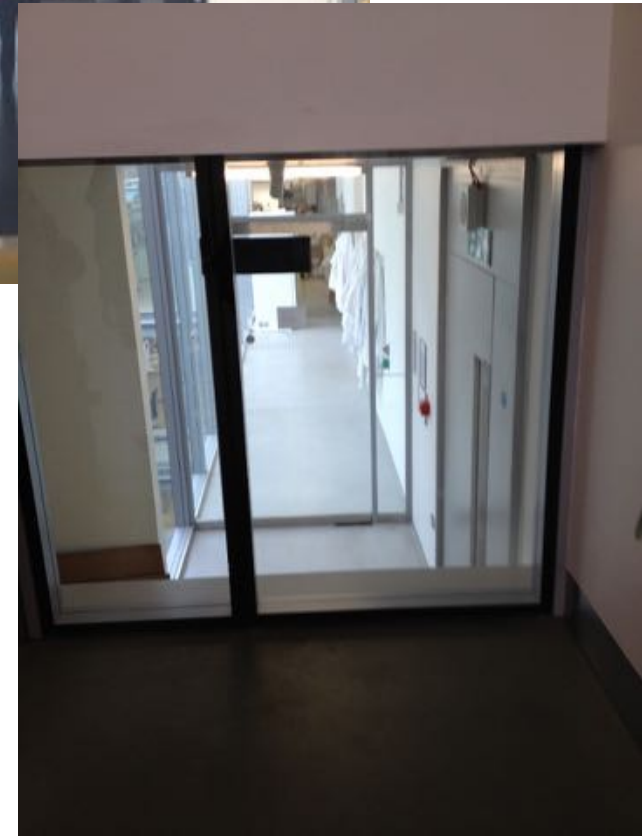


# Site Visits: Analogue, Digital & Virtual Elements

Science Museum  
Natural History Museum  
Welcome Trust  
Centre for the Cell



# Looked at 'Real' Laboratories



# Conclusions from Visits

- We needed help
- There was a lot we could do to make ZCR a very special place to visit (and wait)
- We had to continue to engage the scientists in the exploration of the strategy



# Waiting 'Usefully'



# Client Brief: Key Objectives

Patient & Family Distraction

Inspire Curiosity in Research and Vision

Support the Work of Play Team

Reflective of Diversity of Audience

Practical to Maintain & Clean



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## // DESIGNMAP

- Multi-disciplinary interpretation consultancy
- Planning and content creation
- Creative development and technical delivery
- Working with large consultant teams
- Project management and cost control
- Multiple stakeholders and funders
- Major award winning projects since 2005



## // SPECIFIC RELEVANCE

### The Genome Gateway

- Understanding the subject
- Sensitive material
- Inventive interaction



## // CONSULTATION 1: Stakeholders



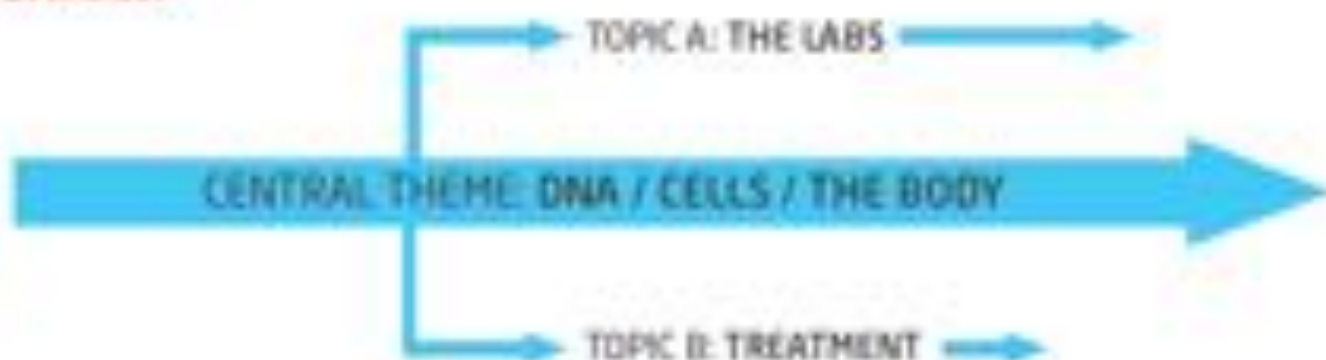
// CONSULTATION 2: Are you a waiting room expert?





## // CONSULTATION SUMMARY

CORE PHILOSOPHY:  
ASK A QUESTION -  
LEAVE YOUR MARK



### LOOK, FEEL ATMOSPHERE

both busy and quiet spaces  
a cool space, modern  
immersive, be part of it  
friendly  
fun  
familiar or abstract

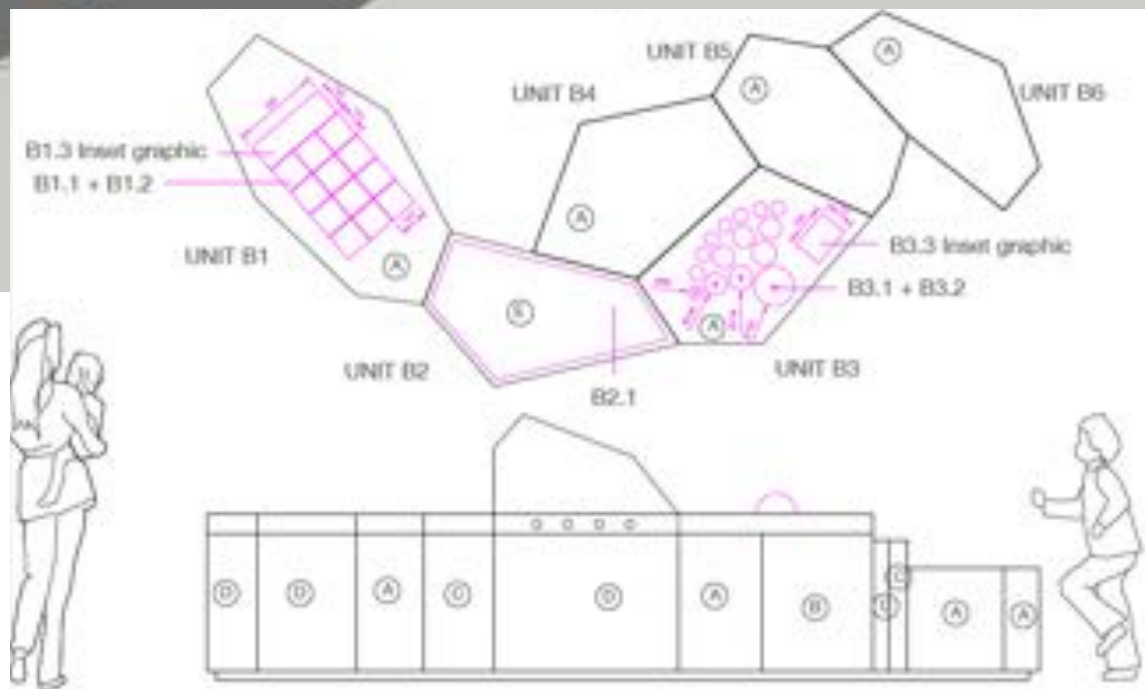
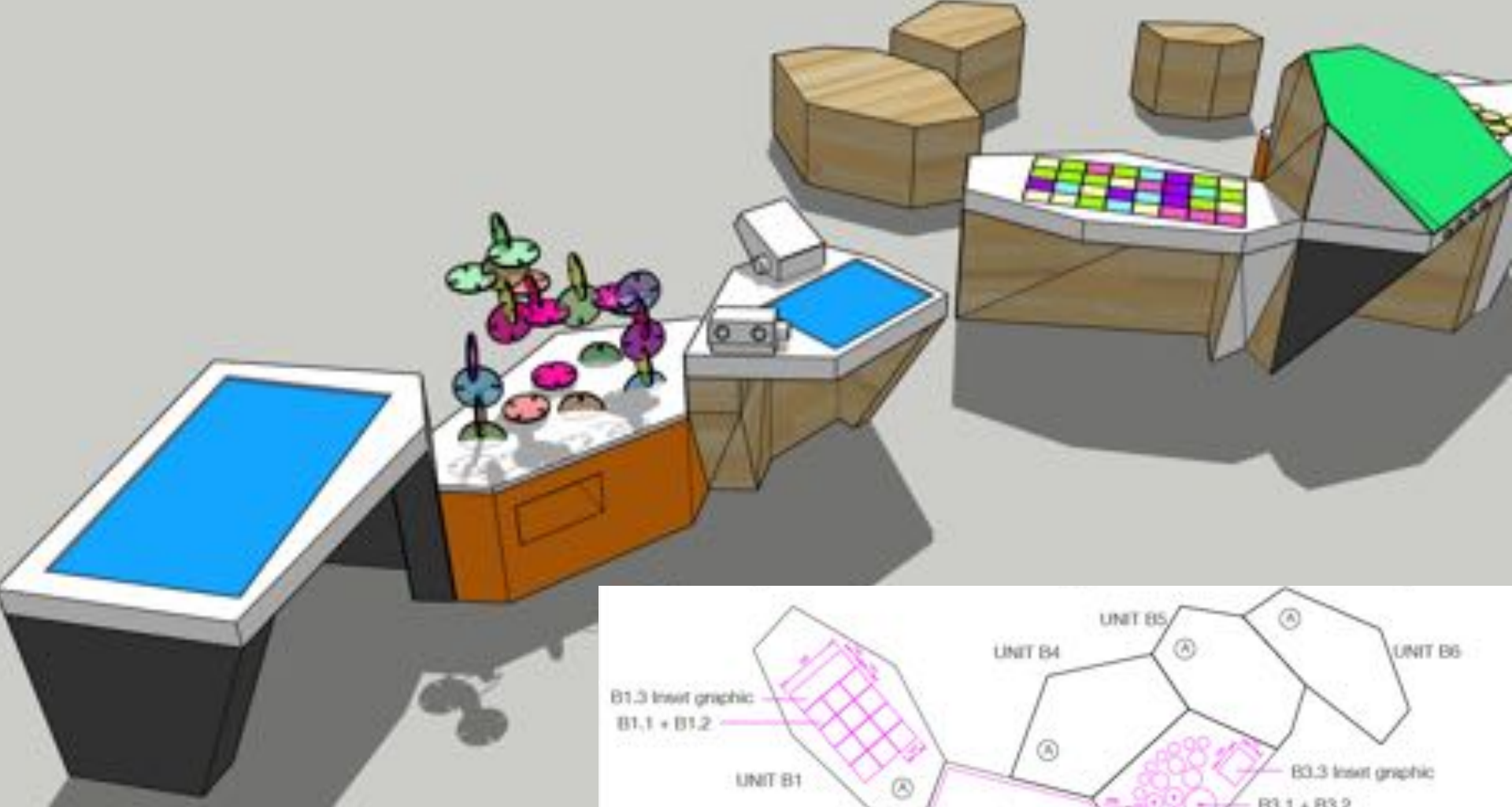
### EXPERIENCE, METHODOLOGY: A

emphasis on physical  
images not words  
adding to  
participatory  
experiment  
digital  
characters not professionals  
(younger children)

### EXPERIENCE, METHODOLOGY: B

professionals for adults  
and older children  
watching  
listening  
words







#### MATERIALS

1. WALCHENMET GREY\*
2. WALCHENMET ORANGE\*
3. CORIAN (GLASS) WHITE
4. BIRCH PLY (A) GRADE\*

\* Hygieneplus x 3 coats



Colour palette A  
Based on materials

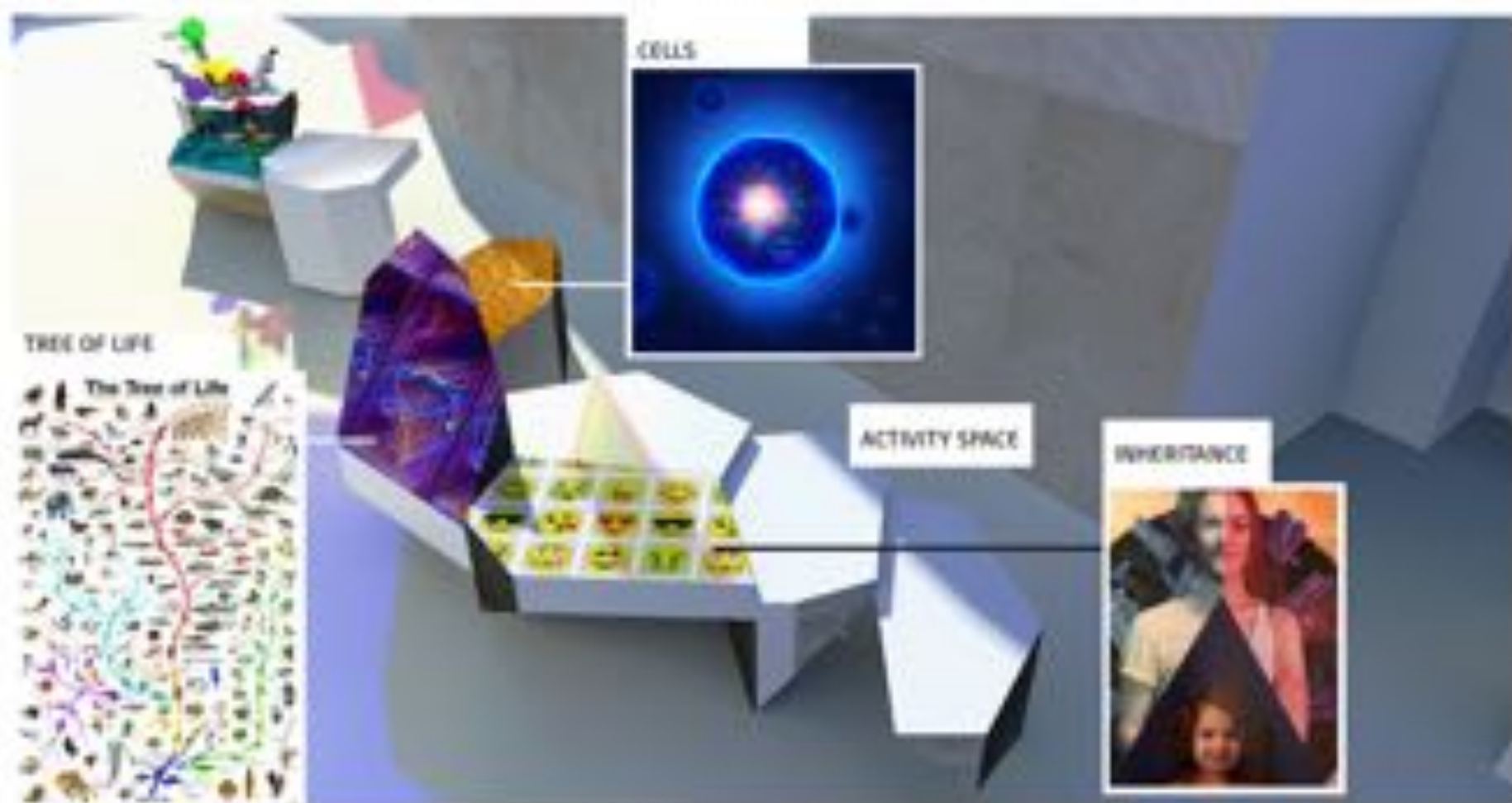


Colour palette B  
Fashion colours





## // CONTENT AND ACTIVITIES



## // CONTENT AND ACTIVITIES



GENOME, DNA AND CHROMOSOMES



GENE EDITING



RESEARCH AND MEDICINE AT  
THE CENTRE

THROUGH SEQUENCING  
THE GENOMES OF  
HUMANS, ANIMALS AND  
PLANTS, SCIENTISTS HAVE  
DISCOVERED THAT ALL LIFE  
HAS THE SAME ORIGIN.  
FROM A COMMON  
ANCESTOR WE HAVE  
DIVERGED INTO THE  
SAME GENES PERFORMING  
THE SAME FUNCTIONS



# GENE EDITING

LEVEL: MIDDLE SCHOOL

Help our scientist to carry out the gene editing process and learn more about gene therapy. Can you put the steps in the right order?

START



# References for co-design



***Co-Designing our Future***  
Andrea Cunningham  
V&A Museum of Childhood  
(2019)



***Creative Spaces - Children as co-researchers in the design of museum and gallery learning***  
Renaissance North West and CapeUK  
(2008)



***Human-Centred Design Handbook***  
Derby Museums  
(2014)



# References for paediatric waiting spaces and science education



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- **Transformation of a Paediatric Primary Care Waiting Room: Creating a Bridge to Community Resources.** [Matern Child Health J.](#) 2018 Jun;22(6):779-785. doi: 10.1007/s10995-018-2508-z. [Henize AW](#)<sup>1</sup>, [Beck AF](#)<sup>2,3</sup>, [Klein MD](#)<sup>2,3</sup>, [Morehous J](#)<sup>2</sup>, [Kahn RS](#)<sup>2</sup>.
- [www.patientpop.com/blog/running-a-practice/6-strategies-turn-waiting-room-asset/](http://www.patientpop.com/blog/running-a-practice/6-strategies-turn-waiting-room-asset/)
- <https://www.carecloud.com/continuum/5-methods-for-improving-patient-experience/>
- **Facing the Future: Standards for Children in Emergency Care Settings.** RCPCH Intercollegiate Committee for Standards for Children and Young People in Emergency Care Settings. (Chapter 2) [June 2018] Available from: [https://www.rcpch.ac.uk/sites/default/files/2018-06/ftf\\_emergency\\_standards\\_digital\\_website\\_version.pdf](https://www.rcpch.ac.uk/sites/default/files/2018-06/ftf_emergency_standards_digital_website_version.pdf)
- **Scientific Enquiry and Engaging primary-aged children in science lessons Part 2: why teach science via enquiry?** McCrory. (2018) A. Available from: [http://discovery.ucl.ac.uk/10034044/1/McCrory\\_Scientific%20enquiry%20and%20engaging%20primary%20aged%20children%20in%20science%20lessons%20Part%202%20why%20teach%20science%20via%20enquiry%20JES%20Issue%202014.pdf](http://discovery.ucl.ac.uk/10034044/1/McCrory_Scientific%20enquiry%20and%20engaging%20primary%20aged%20children%20in%20science%20lessons%20Part%202%20why%20teach%20science%20via%20enquiry%20JES%20Issue%202014.pdf)

# Together Festival

Thursday 19 – Saturday 21 September 2019



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