

PCAT

**PERSON-CENTERED
ASSESSMENT TOOL**

Edition 1.3

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The following individuals from my ID 204 Course at The New England Art Institute in Brookline, MA, Summer 2006 contributed significantly to the questions, testing, trial, and implementation of the assessment tool on 3 diverse building types and spaces in the Boston, MA metropolitan area: Kerri Aubin, Rebecca Carlson, Amber Charland, Delmy Corea, Mildred Delance, Renee Fortier, Nene Huynh, Bridgette Linehan-Ganley, Jonathan Macleod, Jessica Major, Patty McCall, Gina Privitera, Elyse Smith, Eva Torontali, Alyssa Villareal, Carolyn Wells, and Kim Wilson. Special thanks to Barbara Chandler former program director for the Fair Housing Accessibility First project / Adaptive Environments Center for her continued counsel and support on the development of this assessment tool.

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Today's global population encompasses a vast diversity of age, ability, socioeconomic disparity, and world health crises greater than at any point in World history. Never before has the human life cycle extended so long due to advances in medical technologies, holistic health and lifestyle changes, nor harbored expectations of functionality and self-sufficiency at such advanced ages. Improvements in medical technology and awareness of body functioning made available by the World Wide Web and the renewed interest and emergence of holistic practices have allowed individuals with a broad range of abilities or environmental and socioeconomic limitations to lead productive and satisfying lives. But we see growing disparity between wealthy industrialized countries and "third world" depressed countries. "In 2000, there were 600 million people aged 60 and over and estimates show that number will climb to 1.2 billion by 2025 and 2 billion by 2050." [1]

In 2002, the World Health Organization transformed the International Classification of Functioning, Disability and Health of 1980, into a more cohesive document setting the framework for a classification of health and health-related domains that does not draw distinct lines between function and disability. The WHO's holistic approach defines the ICF as a vehicle that joins together "what a person with a health condition can do in a standard environment (their level of capacity), as well as what they actually do in their usual environment (their level of performance)."[2] The WHO also defined *functioning* as "all body functions, activities and participation, while *disability* similarly remains an umbrella term for impairments, activity limitations and participation restrictions." [3]

The ICF 2002 breaks down the previous barrier of 'limitations' and presents a model for examining the diverse global population and the performance of environmental factors as a means to not only remove barriers but enhance the performance of people, places, buildings, activities, and social justice. As a vehicle to measure performance in the global environment the Person-centered Assessment Tool (PCAT) 1.0 evolved from the ICF 2002 as a model in the development and identification of Performance and Functional Categories that can be used to measure the context of Universality and Environmental Factors performance.

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As the needs of the diverse global community continue to change due to population changes and needs, natural disasters, for example The Tsunami Disaster in Asia 2004 that resulted in over 150,000 deaths, South Asia Earthquake, October 2005 that resulted in over 73,000 deaths, Hurricane Katrina in USA 2005, the Virginia Tech massacre of 2007 and ongoing terrorist attacks, buildings and spaces must be designed to perform well for a wide range of users, cultures, climates, and security needs. The basic assumption is that design that meets the needs and performance of users with a broad range of function and awareness can be sensitive to a specific environment thus benefiting all users. Throughout recent years, there has been a growing international movement to promote person-centered design. The name for this design concept and movement varies between countries. Most commonly, it is referred to as “Human-Centered Design.” Other less-common labels include “design-for-all,” “lifespan design”, and “inclusive design.” In 1997, a group of American designers and advocates developed a set of Seven Principles of Universal Design that aided in making the transition from primarily “access” related issues into the realm of design performance.

While the understanding and acceptance of Person-centered principles continue to grow there is currently no standard instrument to assess the degree to which a building or space functions in the context of the ICF. To this need, LIEBSTUDIOS: architecture has developed the Person-Centered Assessment Tool (PCAT) Edition 1.3. PCAT 1.3 is not intended to measure compliance with global laws or codes, US laws or codes, or setting or defining minimum standards for access and sustainability, and removes the focus of solely physical functioning out of the assessment process. The Person-Centered Assessment Tool (PCAT) Edition 1.3, expands to a broader viewpoint, attempting to evaluate performance for individuals and groups of people using, visiting, and experiencing buildings or spaces across the spectrum of ability and age. PCAT 1.3 is designed to expand the users understanding of their own abilities in the built environment building on the principles of anthroposophy founded by Rudolph Steiner.

[1] The world is ageing – have we noticed?, © World Health Organization 2005,

www.who.int/ageing/en/

[2] World Health Organization, International Classification of Functioning, Disability and Health 2002, WHO Geneva 2002

[3] IBID

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PCAT as a Learning Tool

From its inception as PCAT 1.0, that asked the assessor to place themselves in the place of a person with various forms of physical ability, PCAT 1.1 - PCAT 1.3 have evolved into learning tools for students of design, architecture, urban planning, associated disciplines, and the lay person with an interest in understanding themselves through the design process.

PCAT 1.3 challenges the user of the tool to investigate their own abilities, preferences and predispositions towards design within the context of environmental mapping and imprinting. The Tool is designed to broaden design understanding, critical skills to identify components of buildings that work or do not work by attempting to understand why a space or building does not enhance human experience for the one time visitor or everyday user. The Tool is not intended to be a quick fix to design knowledge or to replace the rigor of design education. Rather the intent is for the Tool to compliment professional education while learning about design morphology, tectonics, formal principles, sustainable principles, historic precedents, and design psychology.

The PCAT tools have evolved with the assistance of students of design.

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PERSON-CENTERED ASSESSMENT TOOL PCAT 1.3

PCAT Measurement Criteria:

The anthroposophists working from the teachings and writings of Rudolph Steiner define “pain” as the primary measurement of the Life Sense, the very core of how we engage our physical and spiritual context. Albert Soesman in *The Twelve Senses*, describes pain as that which “warns us that something is not right. That means a warning comes from somewhere it is known what is right.” (Soesman 1990). He further writes that “you can only give a warning when you know things are not the way they should be.” Pain as the anthroposophists and phenomenologists would support is the critical component to learning and as such a positive element contributing to human growth, development and nourishment. It should be noted that there are different definitions and gradients of pain or scar (on the high pain scale end) and that they can take physical, spiritual, and psychological forms.

The decision to use the Wong-Baker Faces Pain Rating Scale are grounded in the beliefs of the anthroposophists as it supports the careful examination of oneself, a personal context, and the greater context as a person travels their daily life path through the built and natural environments. The rating scale was developed to be clearly understood by the broadest framework of users aged 3 years to persons over 80 years; persons from non-native cultures and who do not speak the native language.

The rating scale offers a visual description for those who do not have verbal skills, or do not speak the native language, accompanied by a numerical scale and verbal scale defining the six levels of hurt. All three components cover the spectrum of communication, are understood by the greatest number of users, and can assist in providing quantitative data for research and documentation that can be measured by a rubric.



From Wong D.L., Hockenberry-Eaton M., Wilson D., Winkelstein M.L., Schwartz P.: Wong's Essentials of Pediatric Nursing, ed. 6, St. Louis, 2001, p. 1301. Copyrighted by Mosby, Inc. Reprinted by permission.

PERSON-CENTERED ASSESSMENT TOOL PCAT 1.3

REVIEWER / USER – BIOGRAPHICAL INFORMATION

Name:		
Occupation :		
Design Training: (For example : have you had professional training? Worked with design professions? Watched construction or design related programming? Or Are your interests self-taught?)		
Functioning: (please share any physical, physiological, psychological, or spiritual characteristics about yourself that may consciously or unconsciously influence your analysis of this facility or spaces)		

The **Person-Centered Assessment Tool (PCAT) 1.3** consists of 51 statements distributed into 3 sensual categories: Physical Senses (17); Soul Senses (17); Spiritual Senses (17). These statements are intended to measure the level to which the building or space performs and functions to the expectations and diverse abilities of all users. This assessment tool has been designed as an educational tool to be used by the student of design, experienced professional, and any and all users that may benefit from exploring this area of study. Below each statement please indicate the “hurt” level of your experience in the space or place, 0 being “no hurt-performs best” with 5 being “hurts worst-does not perform well”. While hurt or pain levels are a good indicator of ones experience in a space or place as it quantifies personal experience, your comments in support or not in support are equally important to use the assessment tool to its potential. Under each statement there is a “Comments / Observations / Concerns / Impressions” box where you should record your careful observations of the building or space. The assessment tool challenges the user to be more aware and critical of the contexts that they traverse in living, recreation, and working lives.

PERSON-CENTERED ASSESSMENT TOOL PCAT 1.3

Name / Address of facility / Space:		
Year Built / year renovated : (describe if assemblage of several components or additions-how has the facility evolved?)		
Familiarity with this space / facility: (are you familiar with this space? Have you been here before?)		
Distinguishing factors of the building / place (for example, forms you recognize, forms that have meaning, visual and sensual textures, odors, sounds, change in temperature, what are your first impressions? Is the space or facility a “charged space” with inherent physical and spiritual energy?		
Time of Day present at the facility / site (list time/date)		

PHYSICAL SENSES:

Touch

1 How does the space change over time?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Touch

2 Are the textures and materials observed and touched appropriate to the facility?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Touch

3 How do the surfaces (hard/soft) effect your experience in the building / space?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Touch

4 Which building textures do you find yourself wanting to touch?

(Are they pleasing? Do they feel the way you envisioned they would?)



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Life Sense

1 Is there a feeling of movement in the space (formal or otherwise; intended or perceived)?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Life Sense

2 Does the space make you feel inspired or uninterested?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Life Sense

3 Is this a place you are looking forward to visiting (travel path)?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Life Sense

4 Do you feel like you are an integral part of the building or space history?



0
NO
HURT



1
HURTS
LITTLE
BIT



2
HURTS
LITTLE
MORE



3
HURTS
EVEN
MORE



4
HURTS
WHOLE
LOT



5
HURTS
WORST

Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Life Sense

5 Is there the ability to create a personal space (within the space) even with a changing volume of people?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Self-Movement Sense

1 Can you move easily through the space or does the space encourage easy movement?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Self-Movement Sense

2 Does this space integrate well with its surrounding environment?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Self-Movement Sense

3 Is the space familiar enough to find your way with your eyes closed?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Self-Movement Sense

4 Do you feel like you can move through the space without interrupting others or vice versa?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Balance

1 do you feel a sense of spiritual as well as self balance wile in the facility?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Balance

2 is there a balance between spaces when moving through different spaces (color balances, scale, proportion, design)?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Balance

3 Is there a weak or a strong balance (flow of energy)?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Balance

4 Are there spatial transitions that enhance the balance in the facility?



Comments / Observations / Concerns / Impressions:

PHYSICAL SENSES:

Visual Documentation

This sheet is intended for photos (please insert duplicate slides as needed to add additional images).

SOUL SENSES:

Smell

1 Does the space bring back any memories of a smell from your past?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Smell

2 How does the smell of your environment change your attitude in the space you are in?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Smell

3 If an individual is unable to smell (e.g. allergies) how would the experience in the building change for him/her?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Smell

4 Are the smells present in the space appropriate for the space? Is this good or bad?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Taste

1 Does the room leave a taste in your mouth either good or bad?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Taste

2 Do surrounding materials effect what you are allowed to taste?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Taste

3 Does taste motivate you to want to visit a place?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Taste

4 Do you associate this place with a specific (pleasant/unpleasant) taste or experience?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Vision

1 Does the level of illumination support or hinder your experience in the space?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Vision

2 If you close your eyes, can you find your way around the room utilizing other senses of vision (e.g. touch vision, seeing with your hearing)?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Vision

3 Is there a landmark or architectural element that defines the space?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Vision

4 Can you find any elements in the space that are inspiring?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Temperature sense

1 Does the space cause you physical comfort/discomfort (joy, anxiety, stress, relief, depression)?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Temperature sense

2 Is the space warm and inviting or is cool and formal to sharpen the senses?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Temperature sense

3 Are you prepared for the temperature changes within your current environment/ context?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Temperature sense

4 Does the air circulation enhance or detract from your experience in the spaces?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Temperature sense

5 Does the temperature of the space change your mood?



Comments / Observations / Concerns / Impressions:

SOUL SENSES:

Visual Documentation

This sheet is intended for photos (please insert duplicate slides as needed to add additional images).

SPIRITUAL SENSES:

Hearing

1 Are there peripheral sounds (children, mechanical noises, traffic, conversation) support or detract from your experience in this facility?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Hearing

2 Is the sound damping sufficient for the volume of people in the space?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Hearing

3 Do you need the ability to hear to function properly in the space or facility?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Hearing

4 Do the sounds provided within the space promote a feeling of safety?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Language sense

1 Does the space support universal language users (different languages, multi-cultures)?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Language sense

2 Can you recognize any of the languages being spoken in the building or space? Does hearing them affect your experience positively or negatively in the space?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Language sense

3 Is it easy to communicate within the space with a single person, small group, large group, group with small children?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Language sense

4 Can the space communicate to the user without using any language?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Conceptual sense

1 Is there something that draws you to the space?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Conceptual sense

2 How does the space make you feel while you are in it?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Conceptual sense

3 Does this space trigger a Nostalgic Recollection to past experiences and other similar spaces or buildings?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Conceptual sense

4 Does the space support both private and social thought?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Conceptual sense

5 Does your mind feel open or clouded?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Ego sense (the "I")

1 Does this space give you a sense of importance?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Ego sense (the "I")

2 Do you find that you carry yourself differently in this space? Do you find yourself more serious or silly?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Ego sense (the "I")

3 How does this space make you feel as a human being?



Comments / Observations / Concerns / Impressions:

SPIRITUAL SENSES:

Ego sense (the "I")

4 What do you think about when you walk through the space?



Comments / Observations / Concerns / Impressions:

A large empty rectangular box for writing comments, observations, concerns, or impressions.

SPIRITUAL SENSES:

Visual Documentation

This sheet is intended for photos (please insert duplicate slides as needed to add additional images).

PCAT 1.3 FEEDBACK:

Your use and interpretation of this document, and findings are important to us and we would appreciate your feedback as to the usefulness of this document as a teaching and learning tool to gain greater understanding of the built and experienced environment.

Please feel free to submit your comments, questions, and recommendations:

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Comments:

