

Master Planning Process



Final Report
June 2021

Master Planning Team
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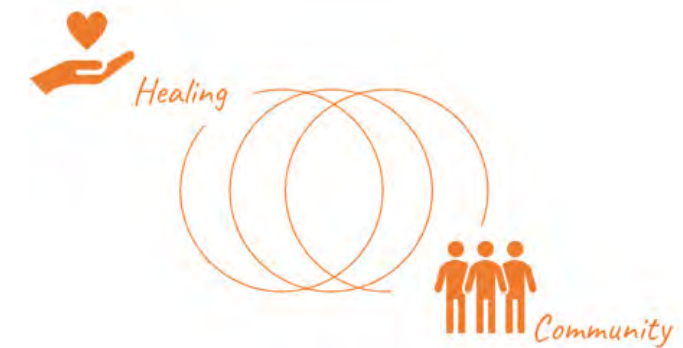
 **PURDUE** UNIVERSITY | Center for Community & Environmental Design



The master plan update shown here (June 2021) includes adaptations stemming from site engineering recommendations, additional stakeholder feedback, and an increased level of detail for landscape interventions aimed at the primary goal of integrating community and healing into a comprehensive plan for the recovery center.

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Section 1	Process Overview	January 2020 - June 2021
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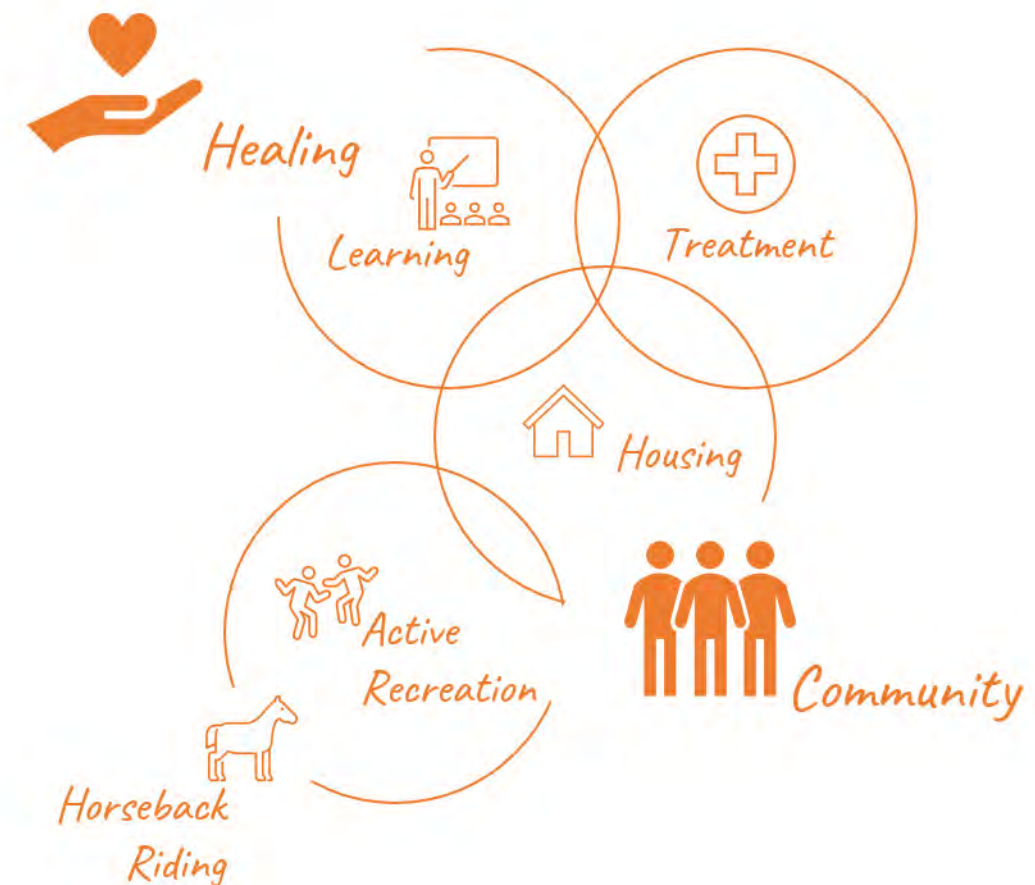
Turtle Mountain Recovery Center Campus Master Plan

Landscape architecture students working for Purdue University's Center for Community and Environmental Design (CCED) created the following site planning to support a long-term plan for facilities at the proposed Turtle Mountain Recovery Center under the supervision of Dr. Aaron Thompson. Initially, Dr. Thompson was recruited in early 2020 by the Purdue Center for Regional Development to provide advice and guidance on building placement, road layout, and support facilities at the site the tribe has acquired for the new Recovery Center. Coordinating meetings with the Purdue team and stakeholders resulted in creating a site plan capable of protecting the natural landscape while also providing opportunities to interact with the land for patients and their families. This process has led to the creation of the following master plan.

Dr. Thompson and his team presented to a draft master plan stakeholders in early 2020, whose enthusiastic response led to a request for a more comprehensive design process focusing on adding detail to the outdoor environments proposed in the master plan. To date, CCED staff have focused on creating designs for outdoor classrooms that will serve as both therapeutic gardens and learning spaces while also developing an entry experience for the Recovery Center's main facility that provides opportunities for reflection, solitude, and a welcoming garden. The master plan update and detailed design process began in October 2021. Three CCED undergraduate design assistants, Ellen Joseph and Mac Xi (Class of 2021) and Margo Ahearn (Class of 2020), created detailed site designs and visualized what these spaces would look like if built. The CCED's master plan update supports site design led by local architecture, engineering, and construction firms to integrate design ideas into site development plans and guide decision-making. Several elements of the overall master plan are already under construction, including primary roadways and patient housing at the site.

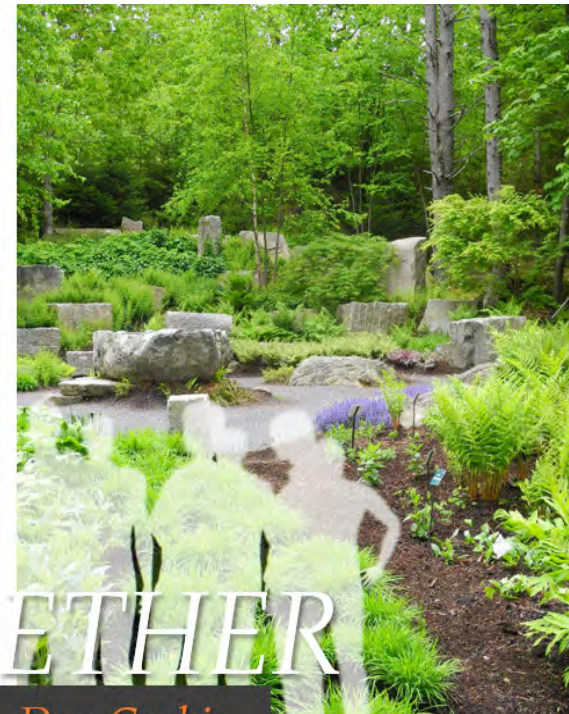
Acknowledgments

We want to thank both the stakeholders from the Turtle Mountain Band of the Chippewa and the professional support team involved in planning the Recovery Center for assisting in the master planning process. Further, thank you to our Purdue University colleagues, Dr. Michael Wilcox and Dr. Nicole Adams, for inviting us to contribute our landscape architecture skills to this important project.



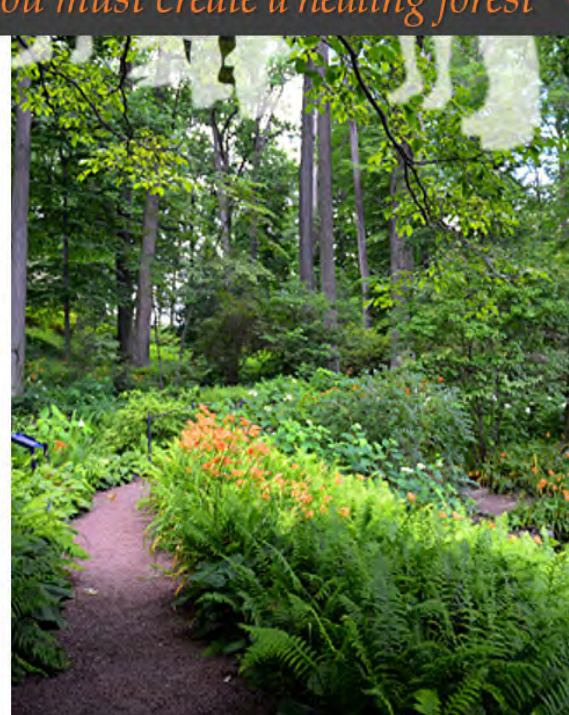
The site master plan emphasizes overlapping programmatic connection that seek to integrate the primary goal of blending healing and community together. While portions of the site will out of necessity need to be secure for patients the goals expressed by stakeholders throughout the design process are to create a campus that allows people to come together.

Section 2 - Healing Forest



COMING TOGETHER

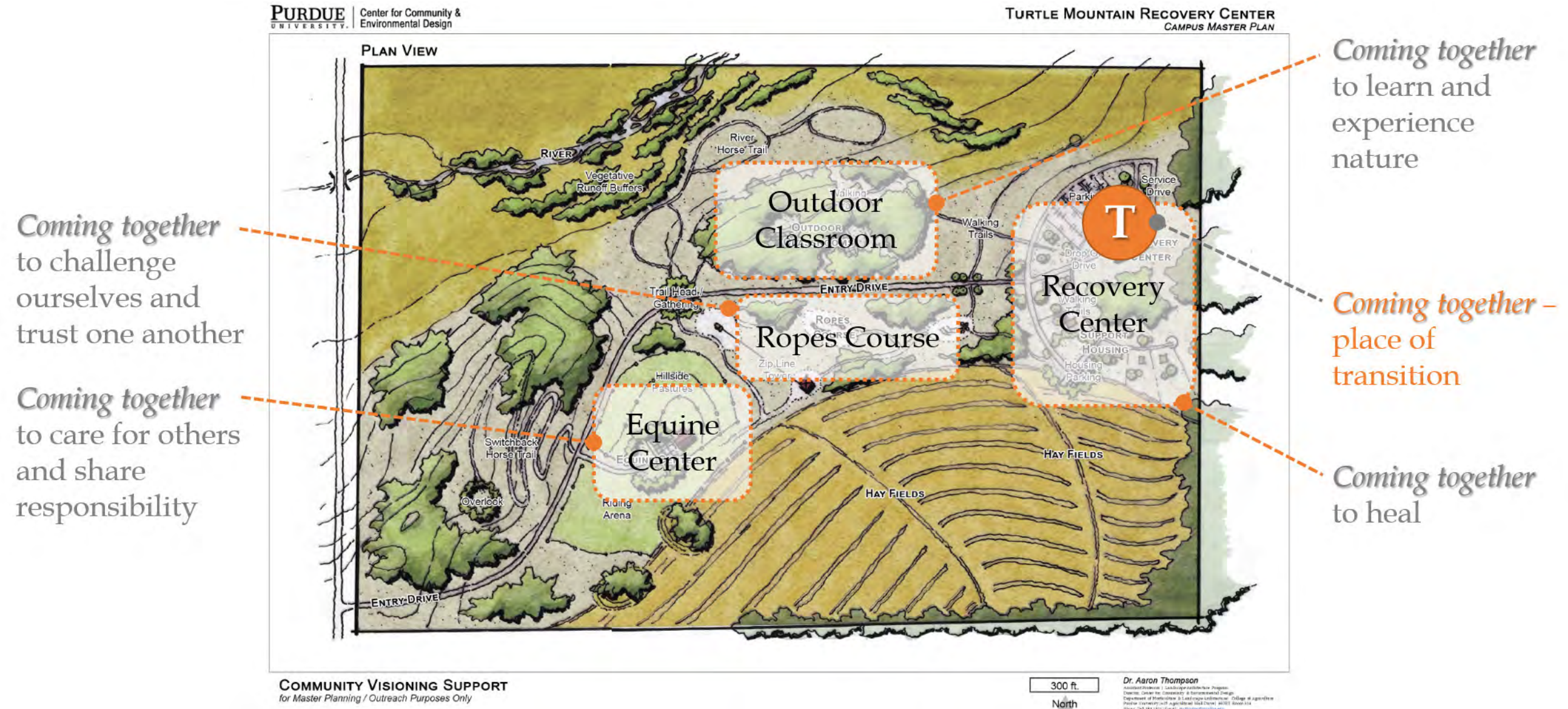
"you must create a healing forest" – Don Coyhis



RESEARCH: HEALING FOREST

- The individual affects the community and the community affects the individual. They are inseparable from the point of view of addiction recovery. Everything must be in the healing process simultaneously." **Don Coyhis and Richard Simonelli**

Underlying the master plan is a careful consideration of the concept of the healing forest as described by Don Coyhis and Richard Simonelli. The idea at its core recognizes that healing is a community process. By carefully cultivating a place for "coming together," this site can serve more than those actively engaged in addiction recovery. The site design creates a multifunctional space for both recovery therapy and as a place for the community to recreate, socialize, and support one another.

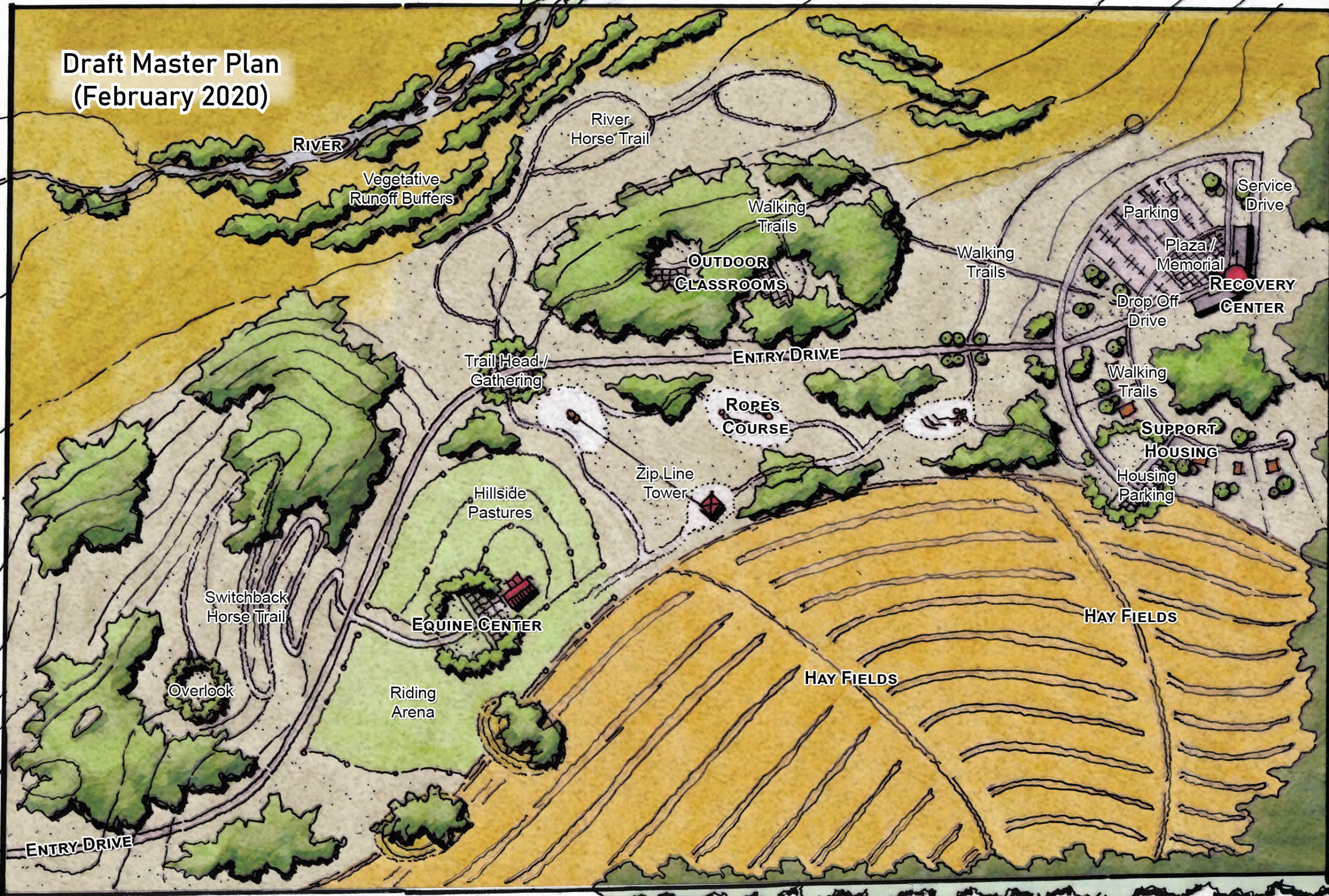


Integral to the healing forest approach is the idea of coming together to support one another. There are many ways, described here, that the community can engage in the healing process.

Section 3 - Draft Master Plan

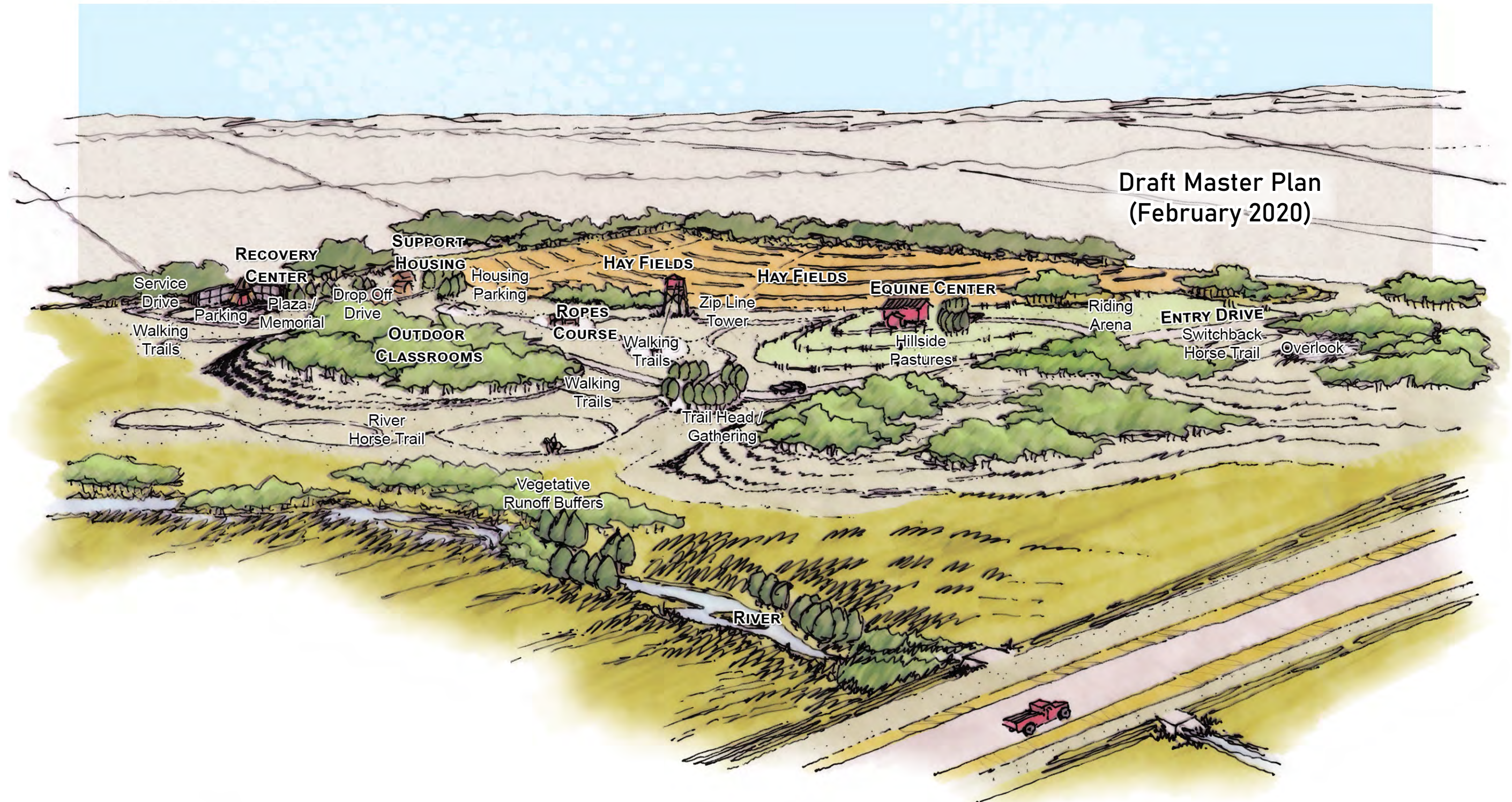
PLAN VIEW

Draft Master Plan
(February 2020)

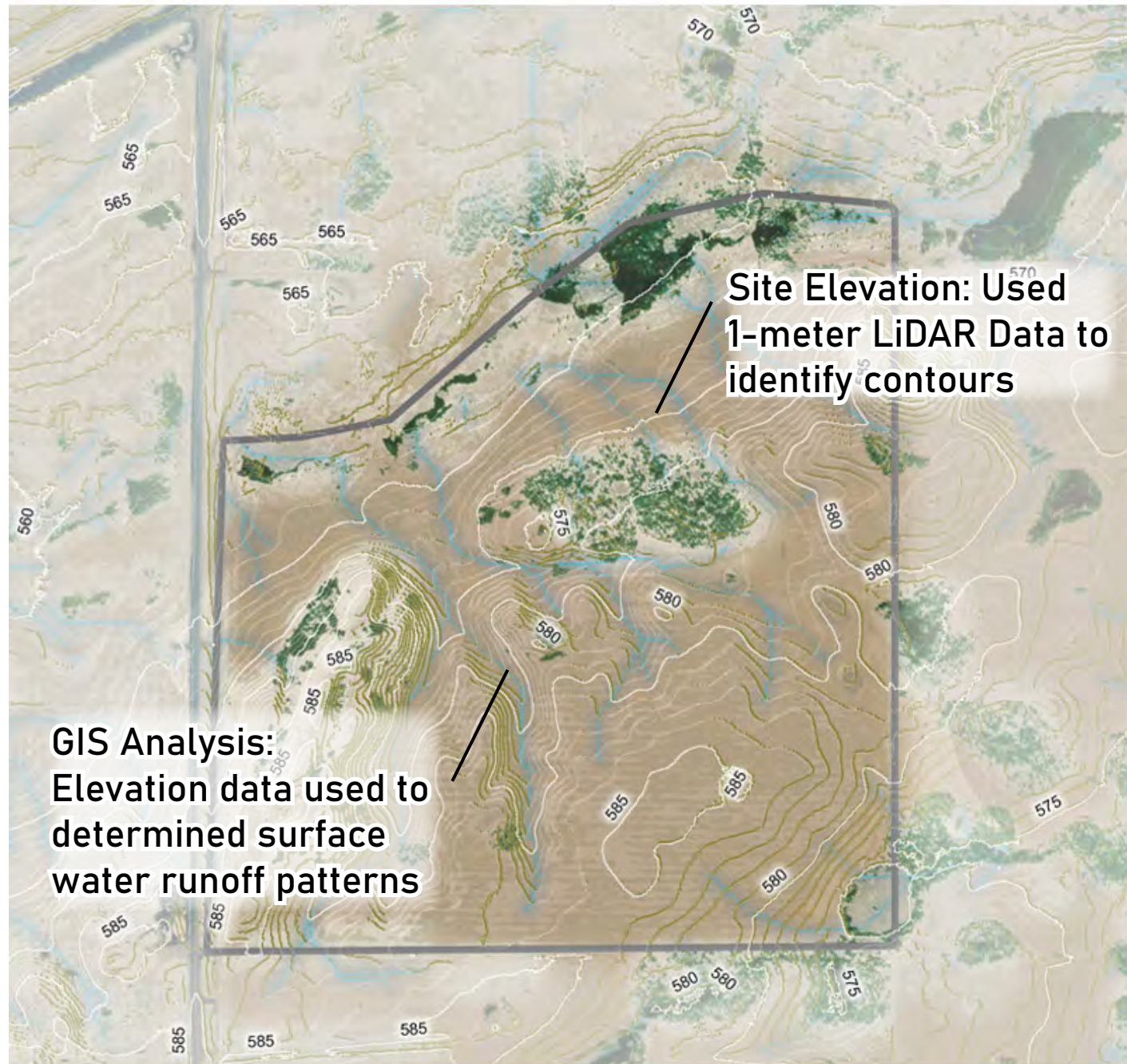


300 ft.
North

AERIAL VIEW

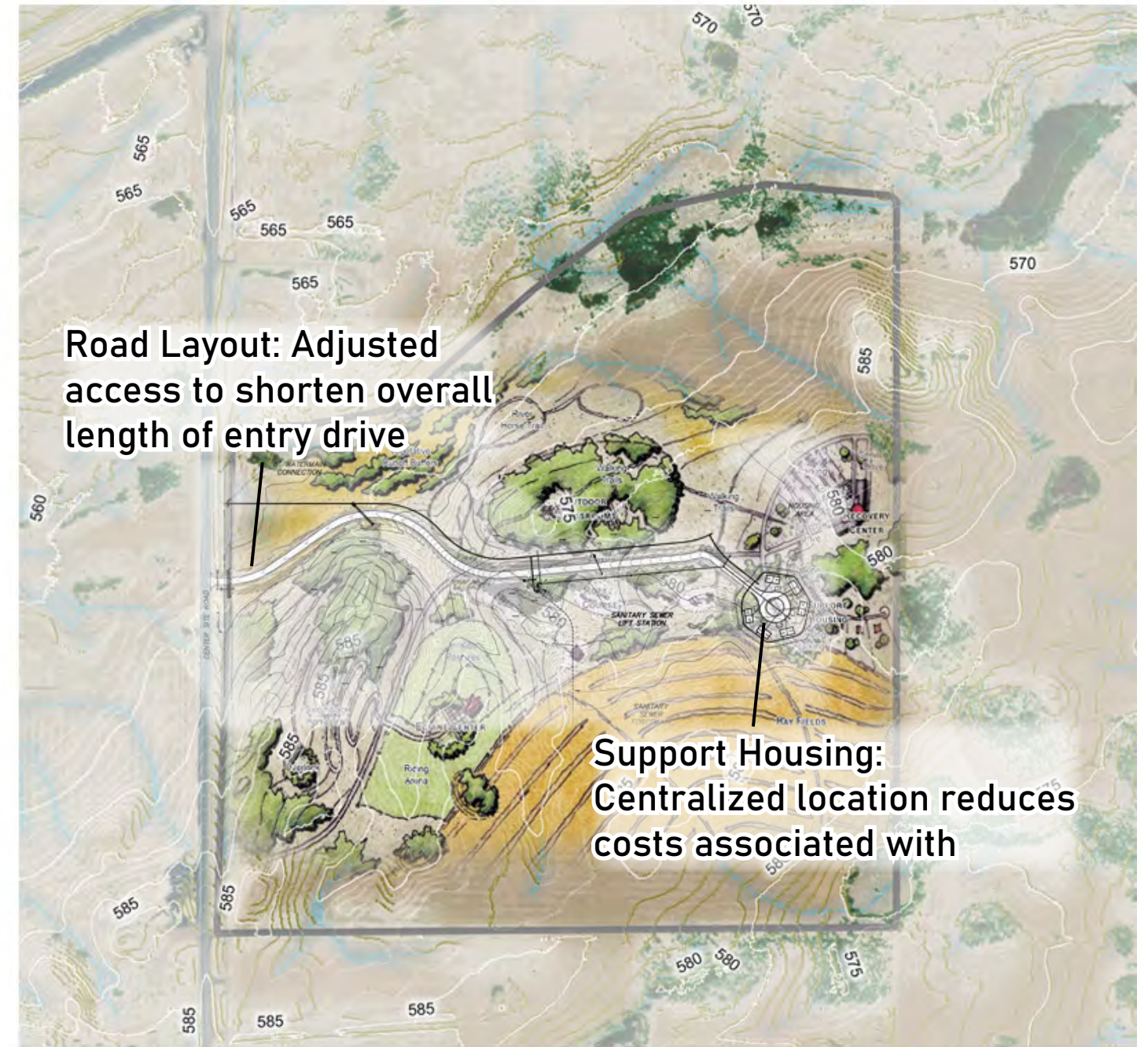


Detailed Site Analysis



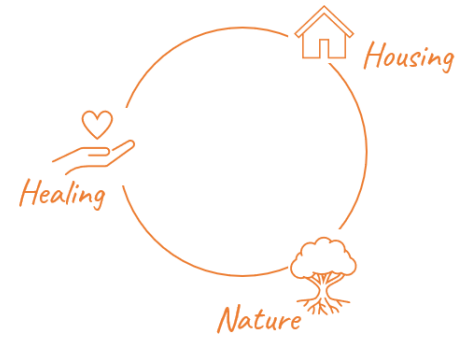
The update began with a detailed site analysis that had not been possible due to time constraints associated with the draft master plan. LiDAR Data made available for the master planning process was provided by the North Dakota Water Commission & State Engineer.

Master Plan Changes



Assistance provided by the CCED is solely intended to support stakeholder decision-making. All site engineering as overlaid here on the draft master plan was completed by Jiran Architects & Planners P.C. in association with Swenson, Hagen & Company P.C.

Section 4 - Master Plan Update



The following section breaks down the major recommendations stemming from the master plan update by focusing on detailed design recommendations for 3 critical areas of the site:

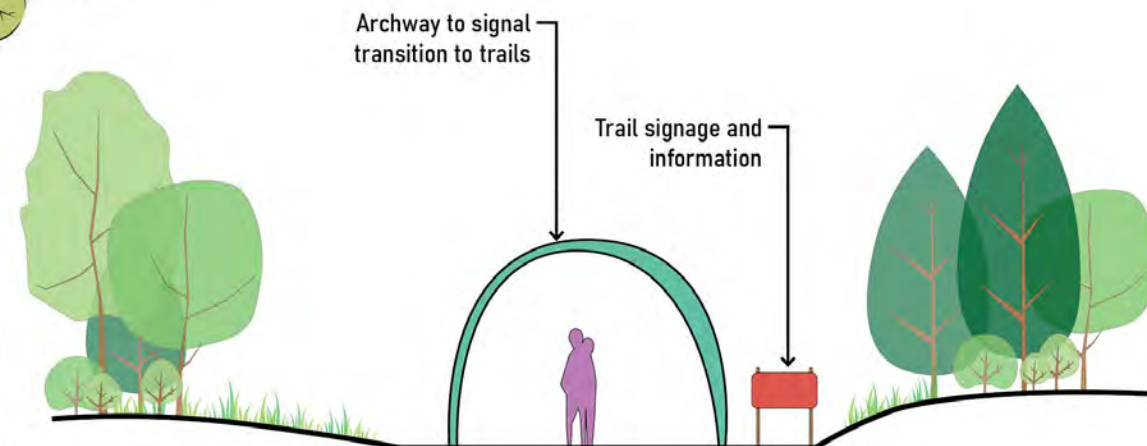
1. Entry Plaza
2. Site Connections
3. Outdoor Classrooms



Entry Plaza

LEGEND

- 1 SERVICE DRIVE** A drive along the back of the building gives access to the service entrance.
- 2 RECOVERY CENTER** The main building on the campus.
- 3 VEGETATION** Native plantings surrounding the entrance to create a connection to nature.
- 4 ENTRY** The primary entrance of the recovery center with some outdoor seating.
- 5 DROP OFF** A lane for cars to pass through and drop people off at the entrance.
- 6 REFLECTING POOL** Water has healing properties. This serves as a calming feature when entering the building.
- 7 VEGETATION** The beds provide privacy and security for those sitting outside.
- 8 SEATING** A mixture of tables and benches for people to reflect or talk before going inside.
- 9 PARKING** Ample space for parking and walking to the building or to the trails.
- 10 TRAIL ACCESS** Direct paths through the parking lot lead to trail access which takes pedestrians to the outdoor classroom and memorial.



The entry plaza works as a drop-off zone and as a meditative garden. There are a variety of places to sit and options for drop-off. Visitors can enter through the parking lot, be dropped off by the door or the back of the plaza, sit outside, or take a walk on the trails. At the back of the parking lot, lining up with the pedestrian paths, two access points to the trail system leading to the outdoor classroom and the memorial site.



Point of Arrival

Landscape can influence the quality of transitions for patients, caregivers, and family and friends during both the arrival and departure experience. The design includes a reflecting pool as the central feature, as water serves as a healing medium. The water feature allows visitors and future patients to reflect on their journeys and take a moment to pause. It also serves as a source of entertainment for younger children to play on the stepping stones.

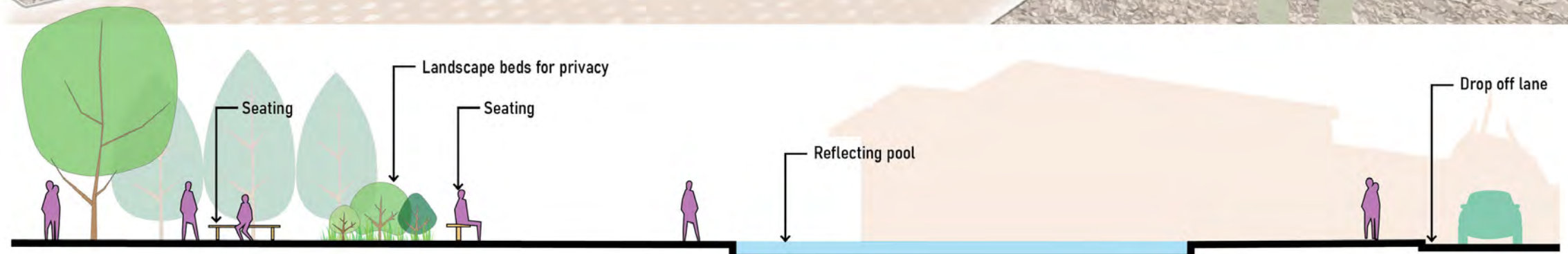


Recovery center building designed by architect

Planting beds with artwork

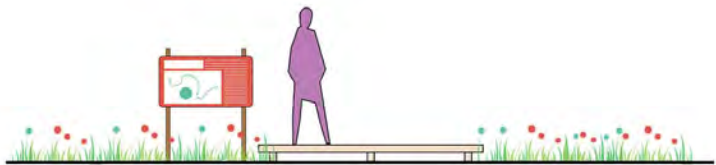
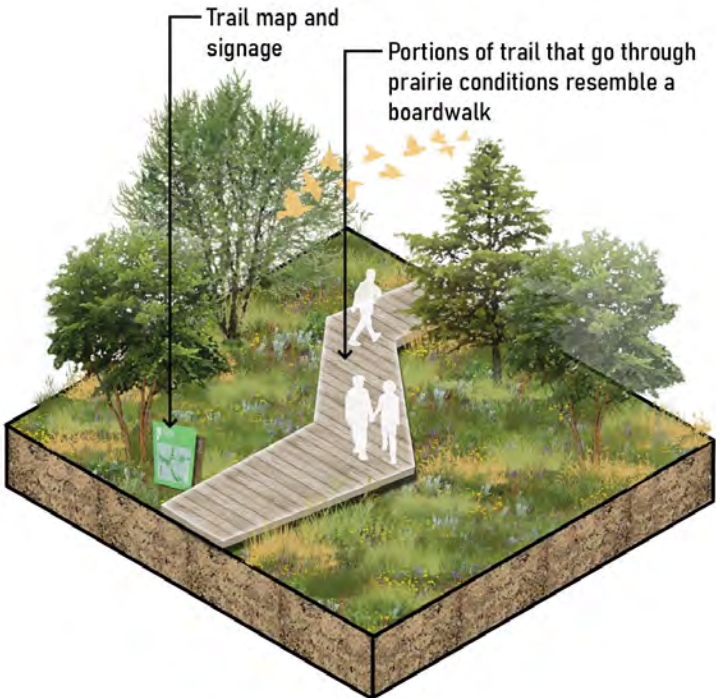
Reflecting pool in center of plaza

Crushed gravel seating area

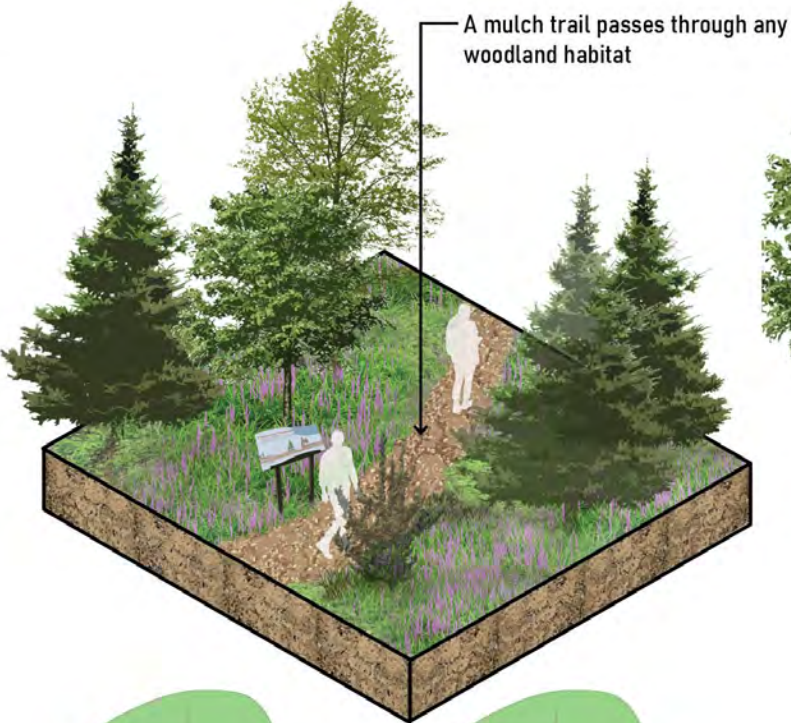


Site Connections

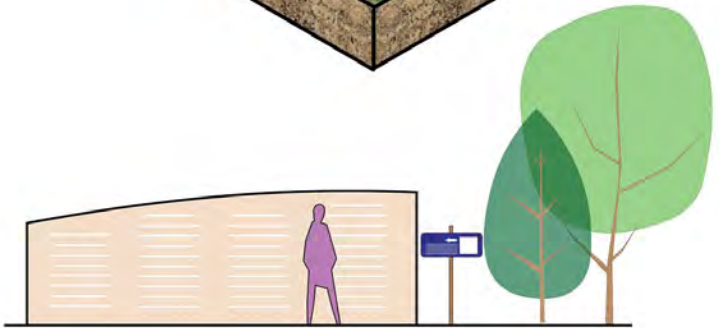
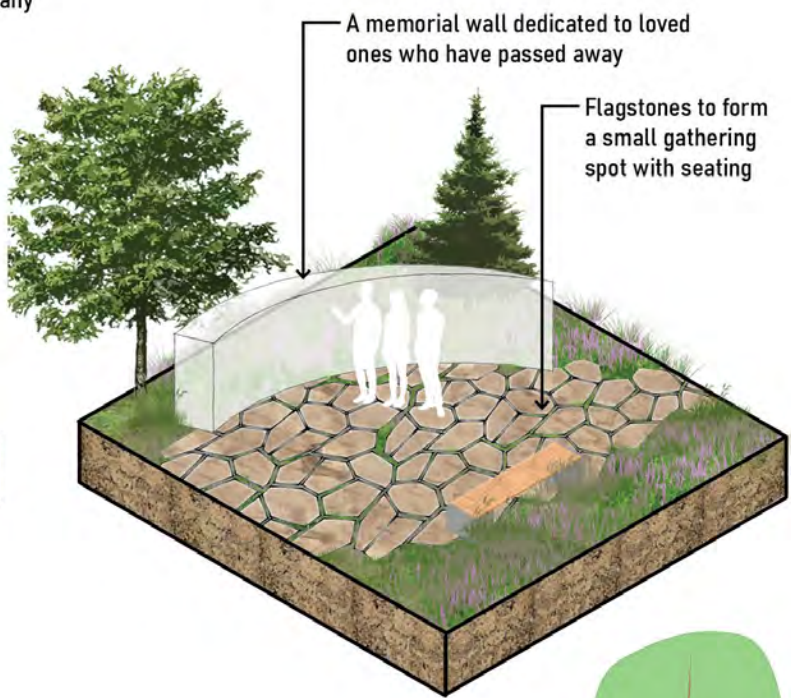
BOARDWALK



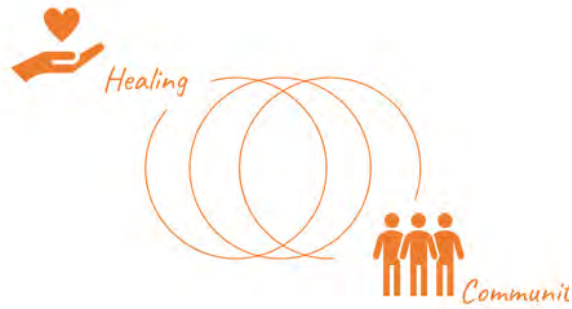
WOODLAND



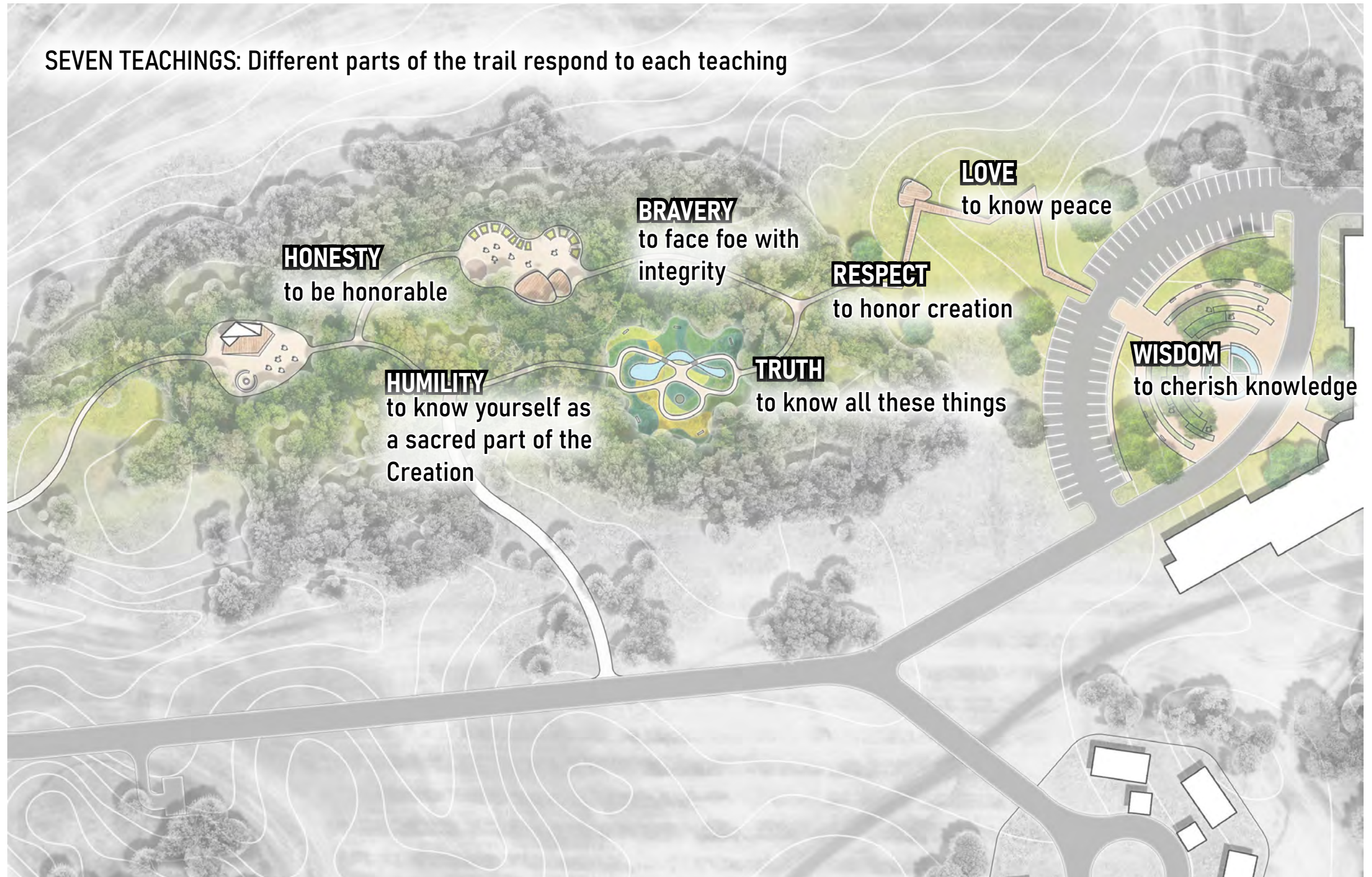
MEMORIAL



Extending through the site are pedestrian connections that link together the major program elements. While passing between spaces, individuals can experience the land around them with support from interpretive signage and varied trail types. The trails showcase the experience of boardwalks through natural landscape areas, woodland passages, and critical trail connections that incorporate memorial features to those who've been lost to substance abuse disorder.



The need for safe pedestrian connections that extend throughout the site must be balanced with creating opportunities for reflection. Integrating the Seven Teachings as part of the narrative interpretation provided as part of the landscape is critical for integrating healing and community. Visitors will interact with the guidance as they pass through each trail segment in interpretative signage, community artwork, and opportunities for reflection.





The visualization shows a portion of the boardwalk trail extending from the recovery center to the outdoor classrooms and elements supporting guided learning experiences.

Outdoor Classrooms



Learning Spaces



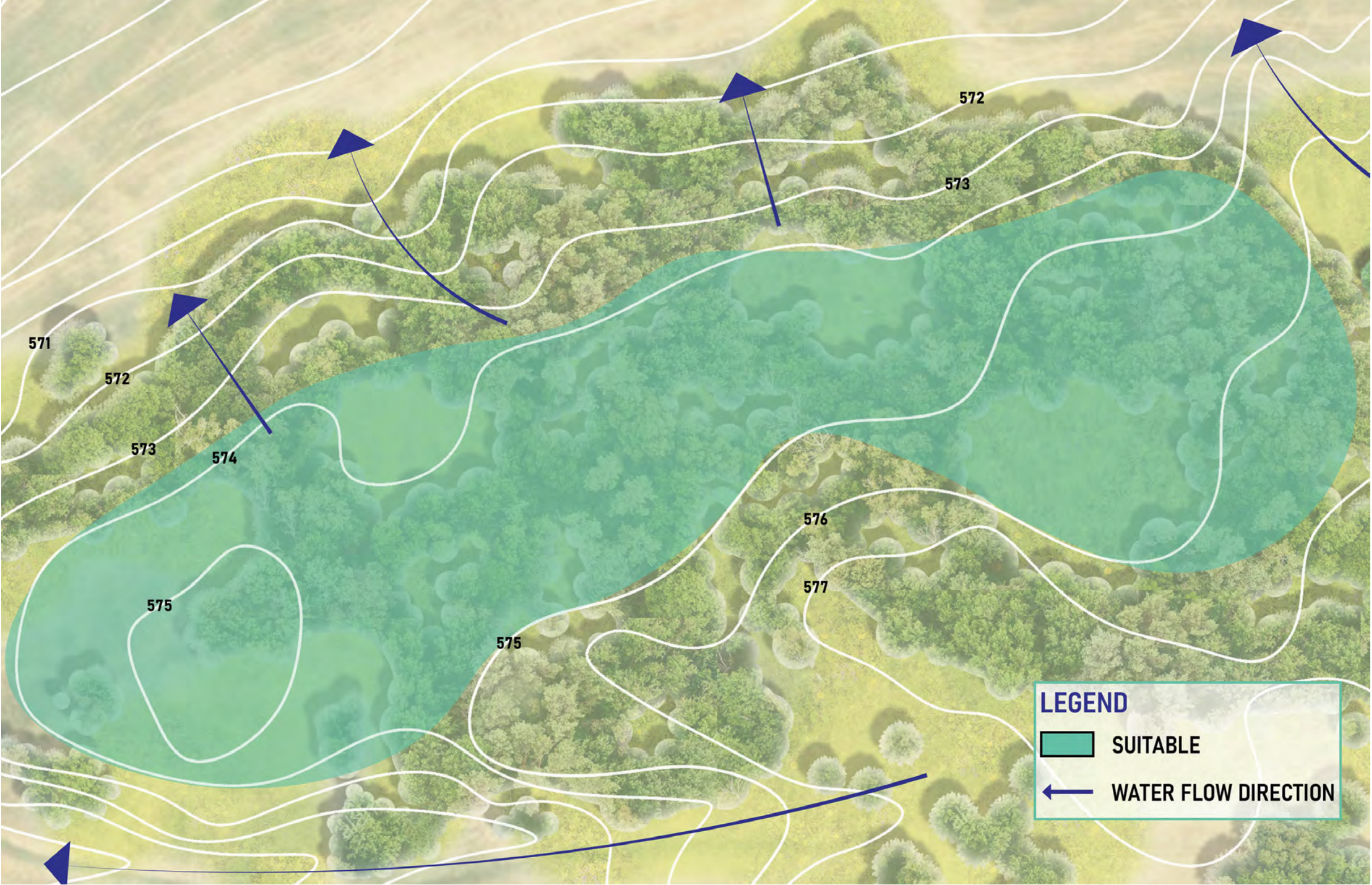
Healing Garden



Hands-on Immersion



Site Analysis - Outdoor Classrooms



Site conditions influence the opportunities for placing the outdoor classroom elements. Specifically, the analysis here explores the role of topography and slope along with water accumulation and natural gaps in the existing tree cover.



The outdoor classroom takes advantage of existing site conditions using the tree canopy to create separate rooms associated with three unique activity types. Both thematic and built elements support user experiences focusing on space for learning, a space for healing, and an immersion space.



An access drive provides emergency personal with options for reaching individuals in need within the outdoor classroom spaces.



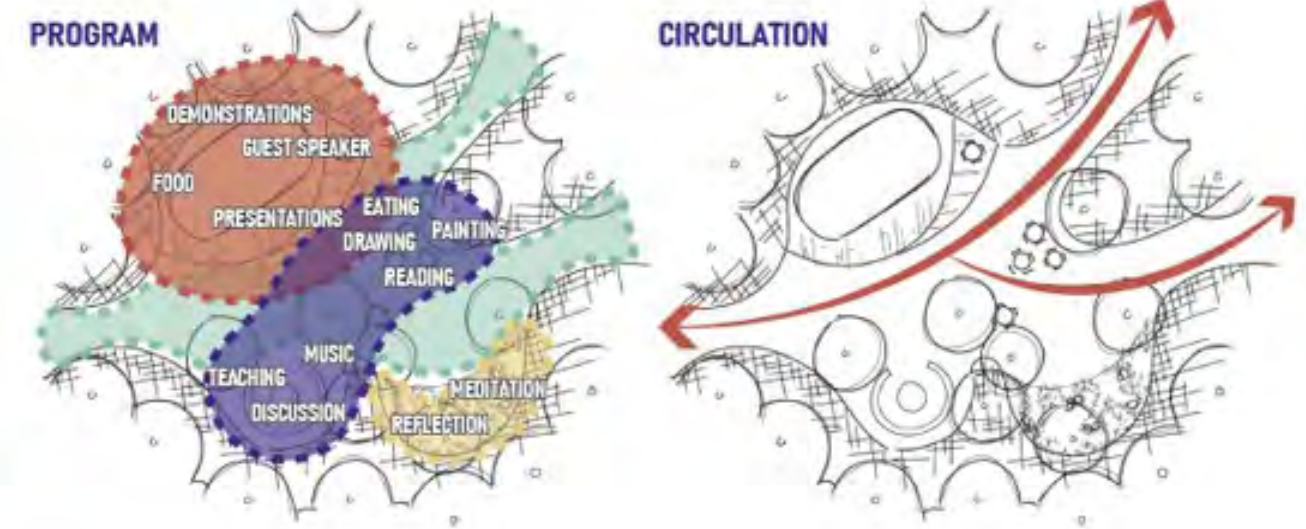
LEARNING

Plan View - Outdoor Classrooms

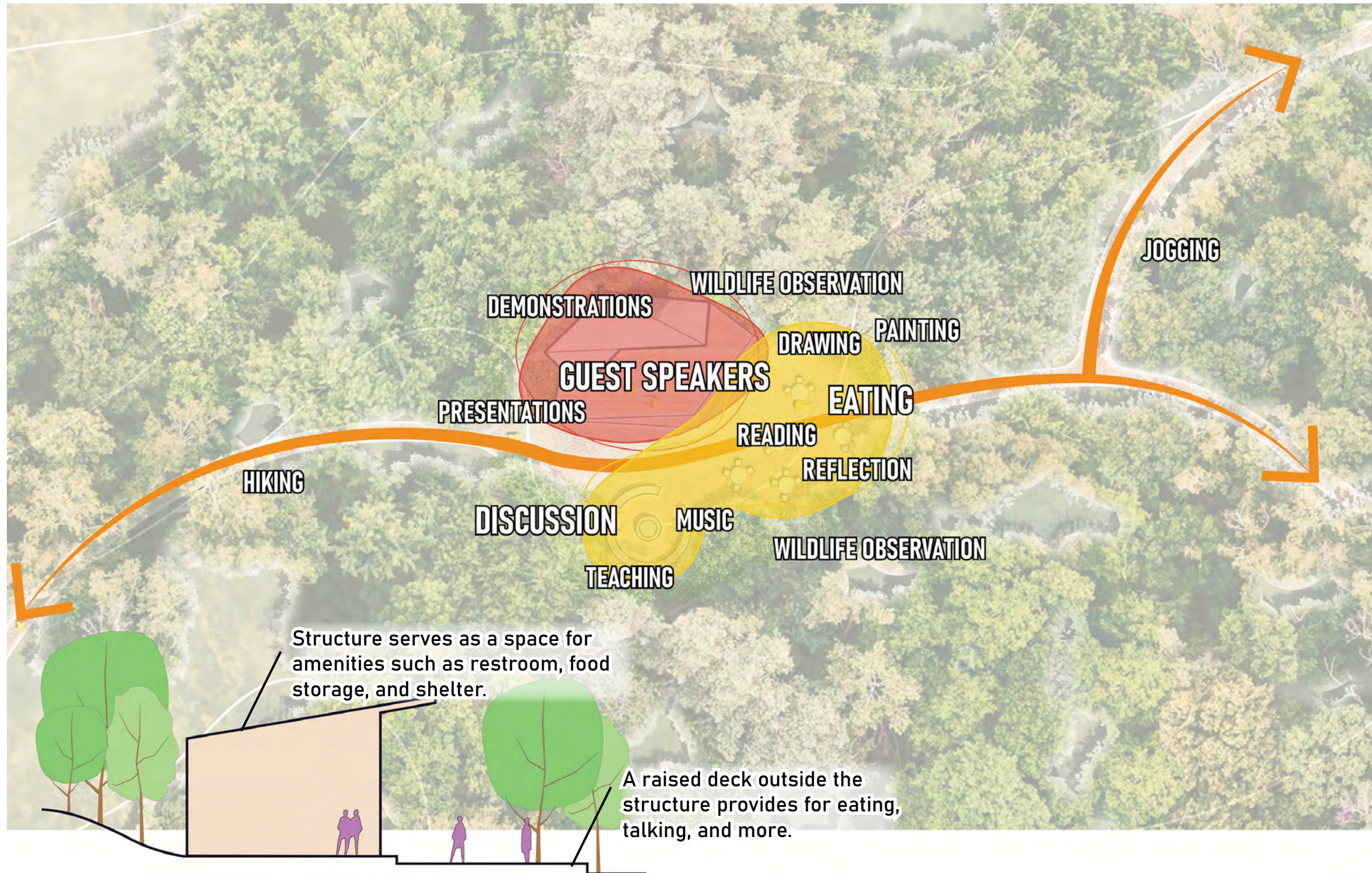


To create a first in the nation recovery campus that supporting healing with guided opportunities for interacting with the land requires viewing landscape spaces as integral to the recovery process. Beginning with outdoor classrooms that provide opportunities for both large and small group sessions, this space can allow for individual treatment as well as providing a space for the community to come together for events and performances.

These diagrams reveal the learning spaces' overall program that focuses on creating a separation of uses while supporting a centralized demonstration and presentation space. Circulation of the main paths further serves as dividing elements with low visibility separation allowing the area to function as smaller rooms or as a single space for more significant events.



- LEGEND**
- 1 BUILDING** A building to be used for shelter, bathrooms, shade, etc.
 - 2 DECK** An elevated deck that can be used by guest speakers, for outdoor seating, and more.
 - 3 SEATING** Tables and chairs to allow people to gather to talk, do activities, or each lunch.
 - 4 REFLECTION** Privatized seats to create space for individuals to meditate, reflect, or just find quiet space.
 - 5 TALKING CIRCLE** The main area for group discussions that allows everyone to face each other and talk or listen.
 - 6 VEGETATION** A vegetative buffer of native plants that transitions into trees.



The drawing presented here shares a word cloud of programmatic activities around the primary shelter and raised deck structure, along with a cross-section showing how these spaces interact with one another.

Small group instruction and therapy sessions can leverage these small gathering spaces for four to ten people. In addition, pulling from natural materials to fit within the wooded context supports the individual's exposure to nature that is part of the healing process.



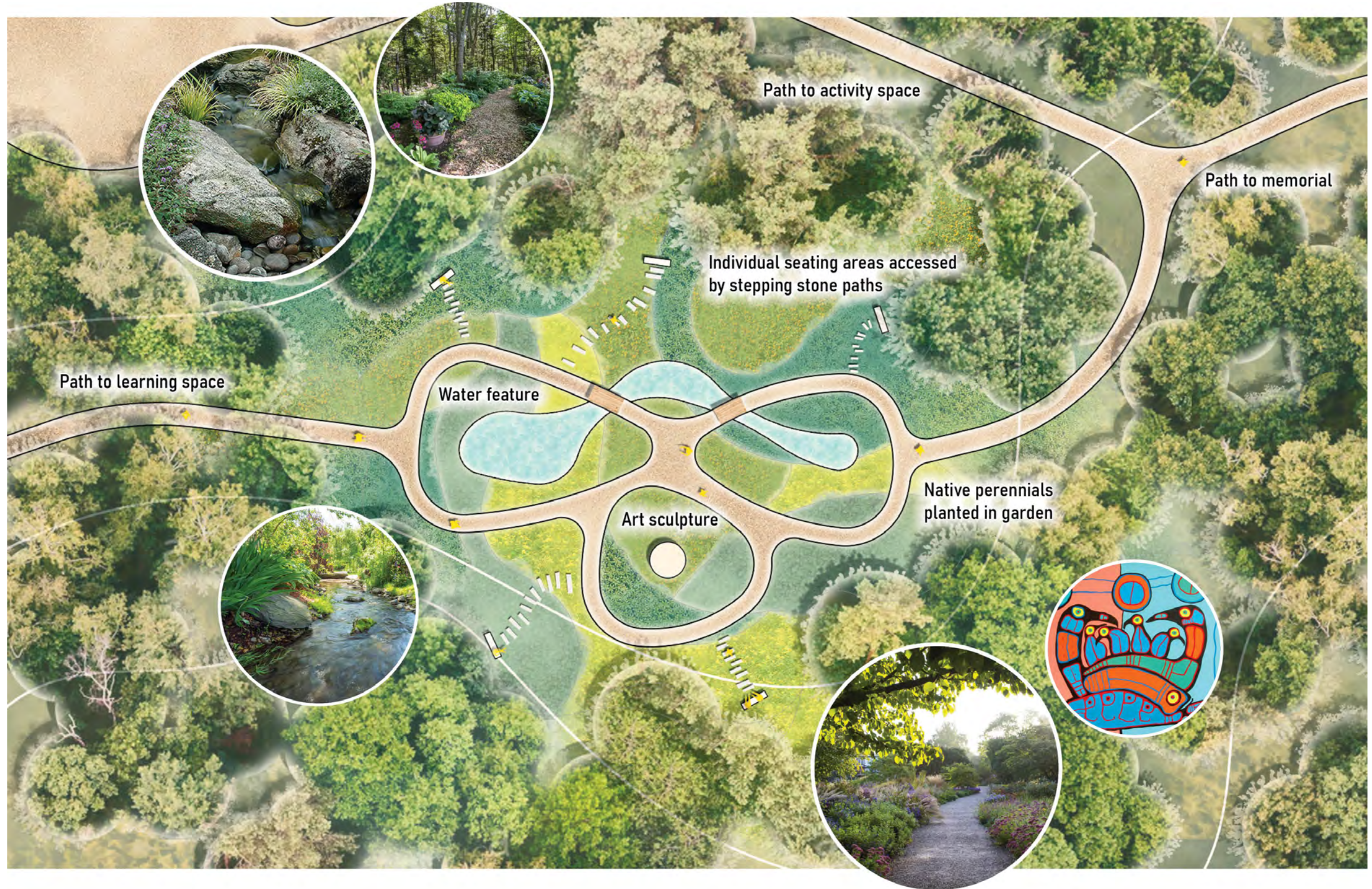
Stone gathering circle used for group lessons, discussions or other activities.



Trail bordered by vegetation and stone seating to offer places to stop and sit.

Pathways landscaped as linear meditative gardens rather than solely utilitarian spaces provide opportunities for reflection while traveling through the outdoor classrooms. The addition of small seating pockets for one or two individuals provided frequently along the path encourages visitors to linger in these spaces.

The principle that all senses - sight, smell, taste, touch, and hearing should be involved in healing gardens shaped the design of the outdoor classroom. Through sight, visitors are encouraged to experience the colors in flowers and foliage using a soft and soothing palette with bright pops. Through smell, plants create a changing seasonal presence with the addition of lavender, lemon balm, and herbs like mint and rosemary. Through taste, visitors can find vegetables to consume and other plants to prepare meals like herbs. Through touch, visitors experience the texture of plants and their structures along with smooth pebbles along curving pathways. Finally, through hearing, visitors can take in the breadth of nature's animals, birds, and insects, along with the wind moving through the foliage.



HEALING

Program - Outdoor Classrooms



PROGRAM



CIRCULATION



LEGEND

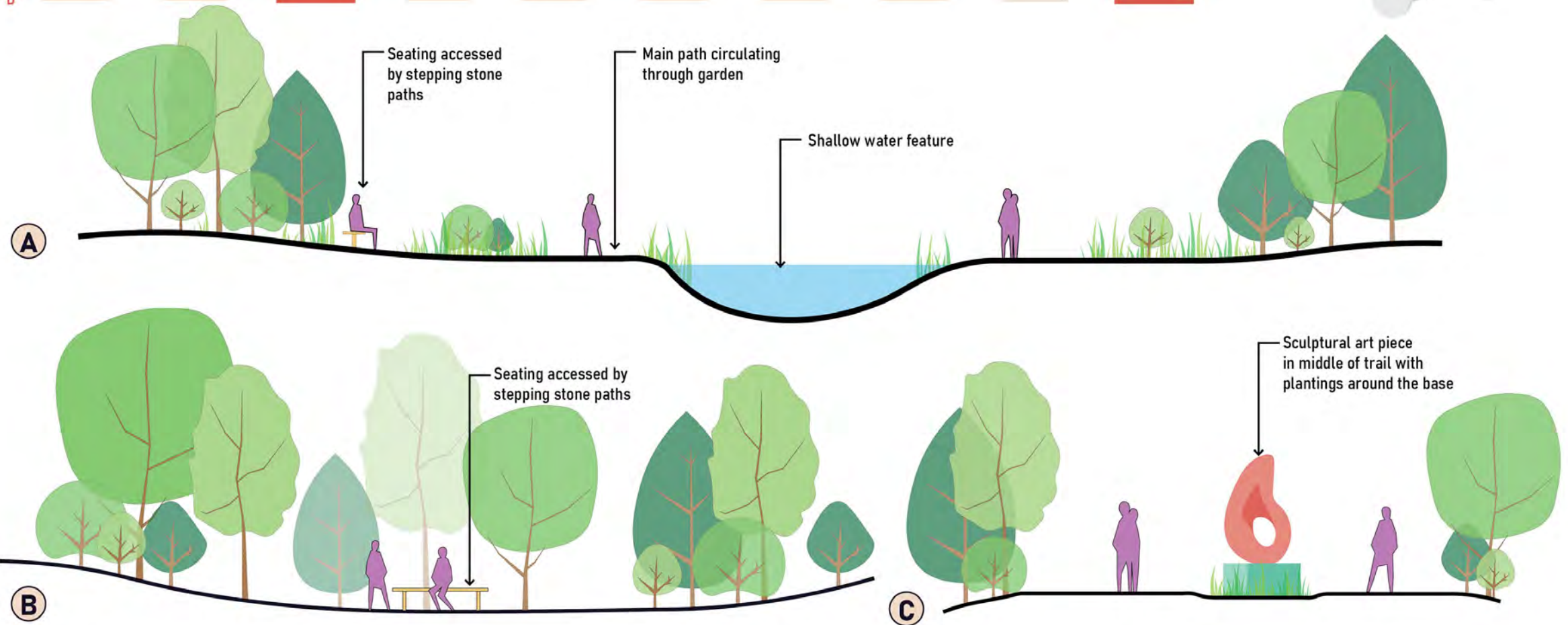
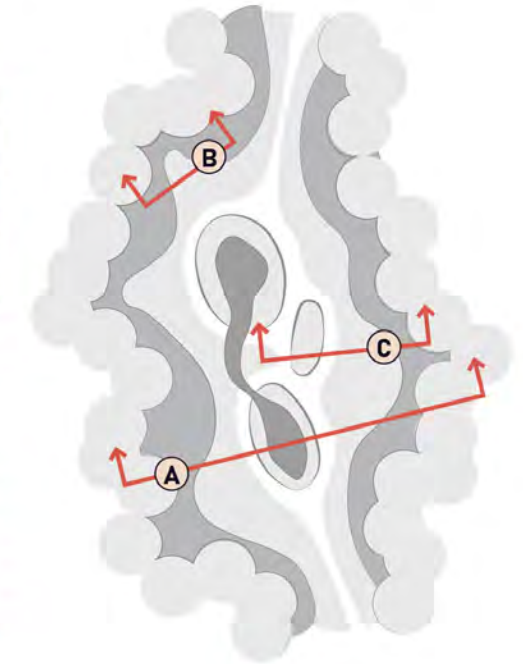
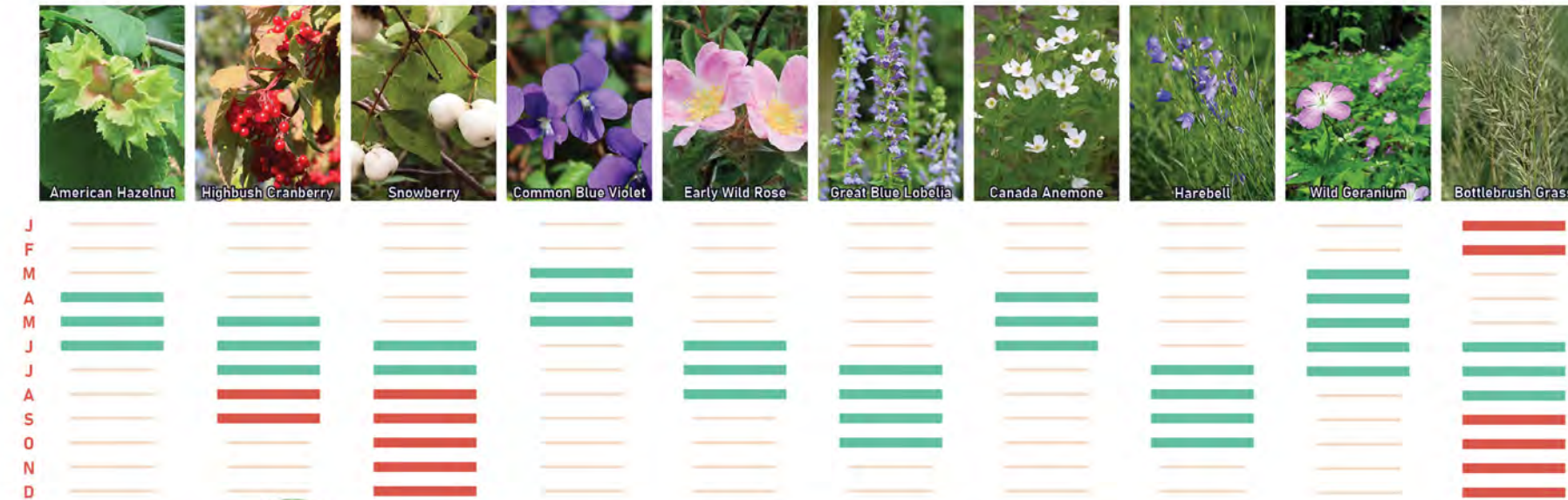
- 1 WATER** A small stream or water feature can serve as a calming amenity in a garden.
- 2 WOODLAND** Shrubby-plantings along the edge of the trees to serve as a transition out of the garden.
- 3 ART** A sculpture art piece crafted by a local artist to reflect the character of the recovery center.
- 4 PERENNIALS** Plantings that encourage habitat for pollinators and other small critters.
- 5 PATH** A mulch path that has a low impact on permeability while allowing pedestrians to pass through.
- 6 SEATING** Off the main path, seating allows people to stay a while and find privacy.



The design of the space allows for individuals to form an emotional connection through water (a spiritual and relaxing element) and artwork that is meaningful to the community. Creating an area that is comfortable and easy to navigate while allowing for different rooms that provide places of respite for individuals seeking solitude is the goal.

There are no straight paths within the healing garden, and hard edges smoothed with cascading plantings dominate the space. These plantings are selected to encourage seasonal interest allowing the garden to change in response to the environment.

SEASONAL INTEREST



IMMERSION

Program - Outdoor Classrooms



While the other outdoor classroom environments focus on meditative and reflection activities, the hands-on immersion space should buzz with activity. In addition, this action-oriented space provides areas for group classes and activities, community gardening, and socializing with others.

In addition to the program elements shown in these diagrams, this space would benefit from spiritual and reflective elements intended for groups. For example, inviting tribal elders to create a sweat lodge in this area was encouraged by stakeholders during the design phase. Still, other opportunities exist to allow those in recovery to shape this space to meet their needs.



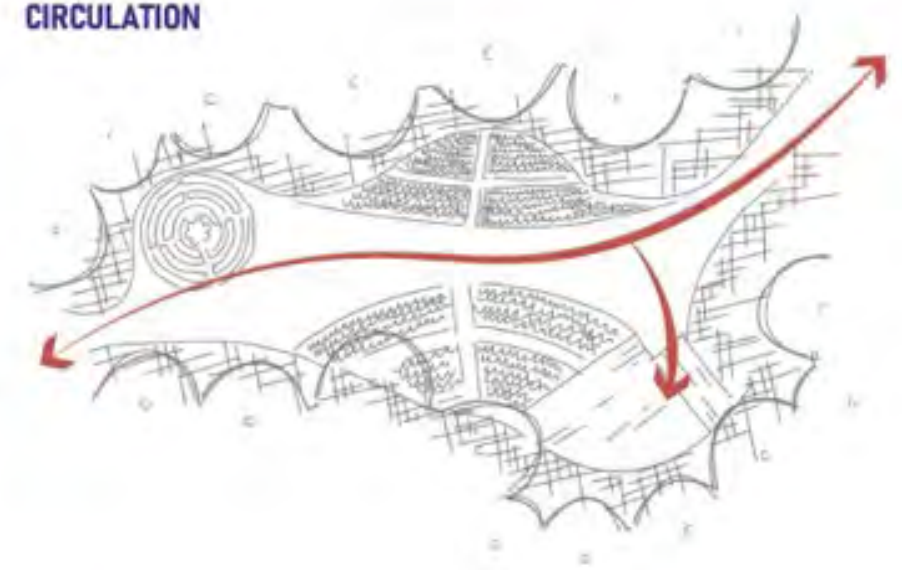
LEGEND

- 1 **WALKING MAZE** This activity serves as a calming and reflective meditation.
- 2 **GARDENS** Small, raised bed gardens to allow people the chance to dabble with their green thumbs.
- 3 **DECK** A raised bed for yoga in the woods or other outdoor classes.
- 4 **HERBS** An herb garden planted along the edge of the space for use in the kitchen or just to admire and enjoy the aromatherapy.

PROGRAM

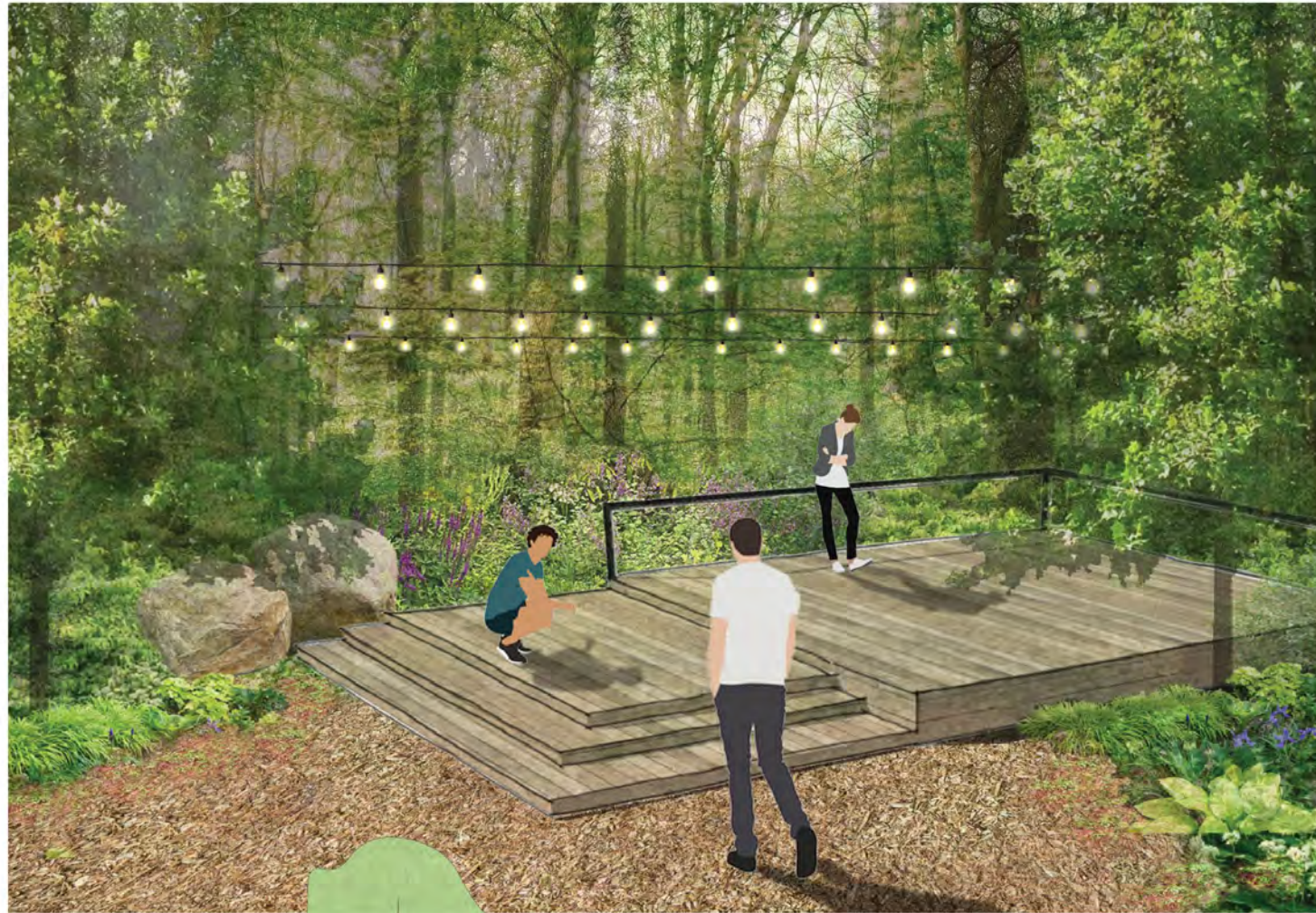


CIRCULATION



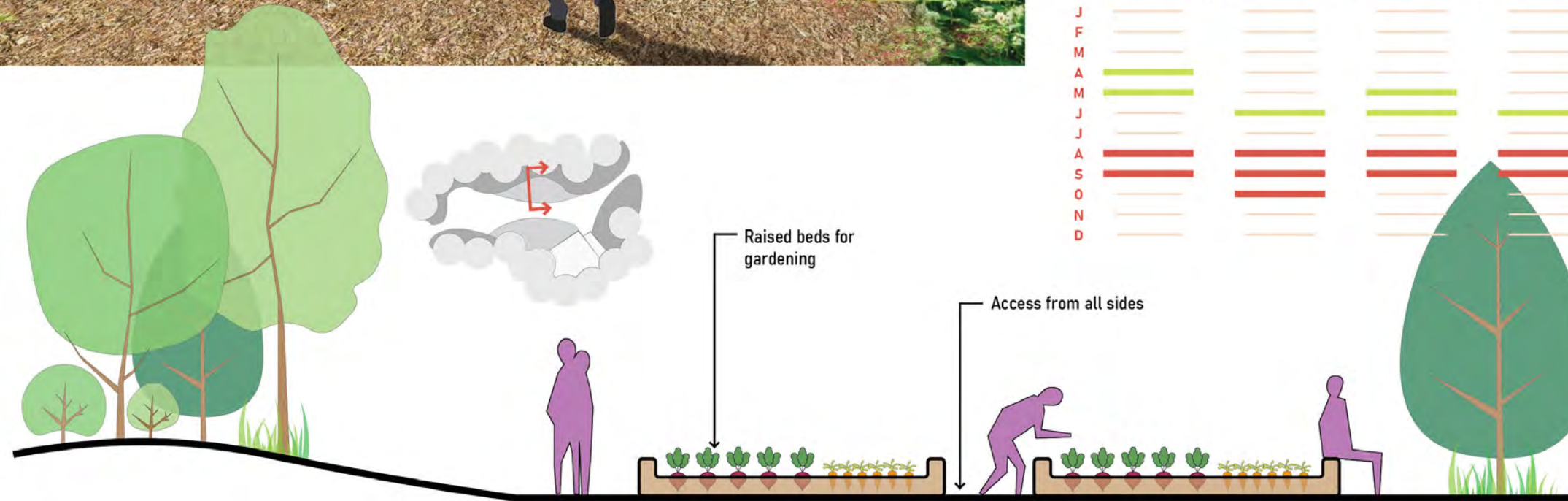
IMMERSION

Perspective - Outdoor Classrooms



APPROXIMATE HARVEST TIMES

PLANT SEEDLING
HARVEST



Food production, seen as an essential aspect of a healing garden, benefits both the individual and the group as gardens require the support and knowledge of others to thrive. Accessibility is a crucial element of the community garden area to allow those with different abilities to participate in the food production process. Specialization within the garden and assigned responsibilities among those caring for the gardens can also support a sense of accomplishment. Seasonal growing opportunities will allow for extending the opportunities to encourage participation, but garden planning is a year-long engagement.

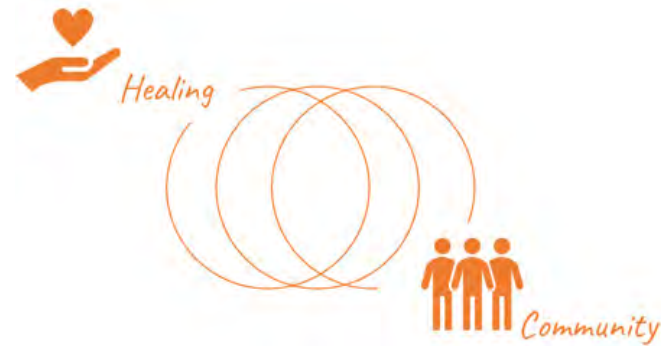


Security

The safety and security of those in recovery are crucial, so the management of community access to the campus requires careful consideration. The goal of the campus master plan to create a healing forest - a space for individuals in recovery to come together with the rest of their community. Balancing the security demands of the facility, especially the area highlighted in this diagram, will require supportive rules and regulations.



The outdoor classroom spaces must be first and foremost for recovery purposes while also allowing for occasional public access. Both public and patient oversight will require careful monitoring and establishing secure access points for check-in stations, active hours, and surveillance of these areas. Management should reduce noticeable fencing or exposed cameras in the outdoor gardens that will negatively impact the meditative qualities of these spaces.



Questions? Please contact:

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