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Visual Voices: An Arts-Based Assessment of the  
Perceived Identity of Aging Maine Residents

Student-led Mini-Grants

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12-1-2014

# Grant Application: Visual Voices, An Arts-Based Assessment Of The Perceived Identity Of Aging Maine Residents

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### Preferred Citation

Baeder, Collyn; Hull, Zoe; Masterjohn, Rebecca; Sedarski, Virginia; Jung, Adrian; Hoffman, Michaela A.; and O'Brien, Nicole, "Grant Application: Visual Voices, An Arts-Based Assessment Of The Perceived Identity Of Aging Maine Residents" (2014). *Visual Voices: An Arts-Based Assessment of the Perceived Identity of Aging Maine Residents*. Book 1.  
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**Creator**

Collyn Baeder, Zoe Hull, Rebecca Masterjohn, Virginia Sedarski, Adrian Jung, Michaela A. Hoffman, and Nicole O'Brien

## II. INTERPROFESSIONAL STUDENT-LED MINI-GRANT APPLICATION LETTER

**Title of Project:** Visual Voices: An Arts-Based Assessment of the Perceived Identity of Aging Maine Residents

**Background:** Research conducted by the Institute of Medicine (IOM) demonstrates a growing need for increased focus on geriatric care by health care providers, health professions students, and educational institutions.<sup>1</sup> This research indicates that the number of adults over the age of 65 will double between 2005 and 2030 to reach 20% of the US population, and that the health care workforce is unprepared to meet the needs of this population, resulting from both a lack of interest in the geriatric field and insufficient education in geriatric care.<sup>1</sup> Additional research suggests that insufficient knowledge about older adults is correlated with negative attitudes toward them, which can result in lower quality care and poor health outcomes; however, educational interventions with health professions students can improve attitudes and increase empathy toward older adults.<sup>2</sup> Recommendations concerning interventions to combat ageist attitudes highlight the importance of actively involving older adults in their development of these interventions.<sup>3</sup>

Therefore, this research project will use a community-engaged approach to explore the perceptions of aging Maine residents, and share these perceptions with the surrounding community, including University of New England (UNE) health professions students and faculty, the participants' friends and family, and health care professionals. The project will employ the arts-based research methodology of Visual Voices, which has been shown to be a positive experience for youth participants, enabling them to express themselves and feel recognized.<sup>4</sup> The innovative use of Visual Voices with an aging population, and the evaluation of its effectiveness and value, will inform future research. The interprofessional and community-engaged nature of the project will enable UNE health professions students to explore this topic in a way that will be beneficial for themselves, as health professionals in training, as they learn from their research team colleagues, faculty mentors, and project participants, and develop skills in interprofessional collaboration. This project will also benefit participants by providing an opportunity for creative expression and wider recognition of their perspectives. In addition, this project will contribute to the sustainability of partnerships between UNE and the broader community.

**Research Team and Steering Committee:** The interprofessional research team for this project will be comprised of UNE MPH students Collyn Baeder and Zoe Hull; MSW student Nicole O'Brien; MSOT students Rebecca Masterjohn, Virginia Sedarski, and Adrian Jung; and Park Danforth resident Donna Wolf. Faculty mentors will be MPH faculty Rebecca Boulos, MPH, PhD and MSOT faculty Regi Robnett, PhD, OTR/L. These faculty and students from different health professions, as well as the Park Danforth resident, will bring a variety of knowledge and skills to the development and implementation of the project. Additionally, Park Danforth Resident Service Coordinator, Annette Crosby, will provide guidance regarding the research team's plans and progress, and UNE Research Associate Kira Rodriguez, MHS, will advise the students on survey design and assist with project analysis.

### **Specific Aims**

This project will explore the following questions: (1) How do aging Maine residents perceive themselves and what impact do they feel these perceptions have on their intra- and inter-personal relationships, and their physical and mental health? (2) How do aging Maine residents feel perceived by significant others and what impact do they feel these perceptions have on their intra- and inter-personal relationships, and their physical and mental health? (3) How do aging Maine residents feel perceived by their health care providers and what impact do they feel these perceptions have on their intra- and inter-personal relationships, and their physical and mental health? (4) Are there differences between how aging Maine residents perceive themselves, how they feel perceived by significant others, and how they feel perceived by their health care providers? If so, what are those differences? (5) If there are differences between how aging Maine residents perceive themselves, how they feel perceived by significant others, and how they feel perceived by their health care providers, what impact do they feel that these differences have on their intra- and inter-personal relationships, and their physical and mental health? (6) Did the experience of participating in Visual Voices affect participants' perceived self-efficacy, sense of empowerment,

and feelings of being heard?

**Approach:** The primary methodology will be Visual Voices, a community-engaged participatory research approach that utilizes art to engage participants in conversation about a given research topic. Visual Voices generally consists of multiple group sessions, each of which is comprised of an initial discussion regarding the research topic, the completion of an art activity related to the topic, and concludes with a final critique and discussion that is co-facilitated by research team members and participants.<sup>4</sup> In the context of this project, the research team will conduct a series of Visual Voices sessions with approximately ten residents from the Park Danforth senior living community in Portland, Maine. The purposive sampling strategy used for participant recruitment will entail presenting the project proposal at Park Danforth to an audience of interested residents and allowing them to voluntarily self-select on a first-come, first-serve basis until the goal of ten participants is reached.

The initial Visual Voices sessions will explore research question 1 by engaging participants in discussion and creation of an individual artwork focused on the topic of self-perception, and will give participants the opportunity to provide a short personal explanatory statement to accompany their artwork. In addition, a professional photographer will be enlisted to take a portrait of each participant, which will accompany the individual's artwork. The subsequent Visual Voices sessions will focus on research questions 2 and 3 by engaging participants in discussions and creation of group artwork (in the form of collages) focused on how they feel perceived by significant others and health care providers. Written statements summarizing the themes that emerged during discussions about these topics will accompany the group artwork. The resulting artworks from all sessions will be compared and explored with participants in tape-recorded group discussions to investigate research questions 4 and 5. To examine research question 6, a pre- and post-project survey will be administered to gauge the participants' perceived self-efficacy, sense of empowerment, and feelings of being heard.

Given the nature of community-engaged research, this proposal will evolve in response to participant and partner recommendations. Any changes will be made with input from faculty mentors and will be communicated to the IPEC office in a timely manner.

**Final Products:** During the Visual Voices sessions, participants will create three sets of artwork: (1) individual artwork and written statement focused on their self-perception, accompanied by a portrait; (2) group artwork and written statement focused on the perceptions of significant others; and (3) group artwork and written statement focused on the perceptions of their health care providers. Depending on participant preference, the original artwork, portraits, and personal statements, or copies of them, will be used for exhibitions (all original work will ultimately remain with the participants; however copies may be used for exhibits, in accordance with participant preference). Originals or copies will be framed and exhibited at an event at Park Danforth, at a venue during a Portland First Friday Art Walk, at a UNE IPEC event for other health professions students and the University community, and at a medical facility to share the work with working health care providers. Participant involvement in the planning and execution of these exhibits, and any related presentations, will be encouraged.

Copies of each participant's artwork, portrait, and written statement will also be incorporated into individualized one-page printed handouts. Each participant will be given several copies of the handout, which will show the compilation of their personal pieces, serving as a summary of his/her work during the project. The intention of these handouts is to allow each of the participants to easily share his/her work with others (e.g. friends, family, health care providers). In addition to the art pieces, this research project will result in the collection and formal analysis of qualitative data in the form of written statements and transcripts of group discussions, as well as quantitative survey data to assess whether the Visual Voices methodology had an impact on participants' perceived self-efficacy, sense of empowerment, and feelings of being heard. The research team will endeavor to use the findings of this analysis, as well as the experience of the project, to write and submit a research paper to a peer-reviewed journal for publication.

**References:**

1. Institute of Medicine. *Retooling for an Aging America: Building the Health Care Workforce*. Washington, DC. National Academies Press, 2008.
2. Eymard AS, Douglas DH. Ageism among health care providers and interventions to improve their attitudes toward older adults. *Journal of Gerontological Nursing*. 2012; 18: 26-35. doi: 10.3928/00989134-20120307-09.
3. Angus J, Reeve P. Ageism: A threat to “aging well” in the 21<sup>st</sup> Century. *Journal of Applied Gerontology*. 2006; 25: 137-152. doi: 10.1177/0733464805285745.
4. Yonas MA, Burke JG, Miller, E. Visual Voices: A participatory method for engaging adolescents in research and knowledge transfer. *Clinical and Translational Science*. February 2013; 6(1): 72-77. doi: 10.1111/cts.12028.

### III. INTERPROFESSIONAL STUDENT-LED MINI-GRANT LETTERS OF SUPPORT

December 16, 2014

Dear CEIPI Mini-Grant Selection Committee:

I am writing to express my strong support for the Center for Excellence in Interprofessional Education mini-grant application submitted by students from Public Health, Social Work and Occupational Therapy for their research project, “Visual Voices: An Arts-Based Assessment of the Perceived Identity of Aging Maine Residents.”

My support for this application stems from a deep belief that interprofessional service learning should be required of all health science students given the interwoven nature of our professions, and the regular interaction we have with diverse populations. In particular, research conducted by the Institute of Medicine (IOM) demonstrates a growing need for increased focus on geriatric care by health care providers, health professions students, and educational institutions. The research also found the health care workforce is unprepared to meet the needs of this population, resulting from both a lack of interest in the geriatric field and insufficient education in geriatric care. Insufficient knowledge about older adults has been found to be correlated with negative attitudes toward them, which can result in lower quality care and poor health outcomes such as premature loss of independence, increased disability, and higher mortality. Promisingly, it appears educational interventions with health professions students may improve attitudes and increase empathy toward older adults. Therefore the opportunity for these students to work directly with older adults is one step in the right direction toward offering a high quality standard of care for this population.

So far, the students have exceeded expectations. The co-Principal Investigators, Collyn Baeder and Zoe Hull, prepared a course syllabus for an independent study and have spent the past two months reviewing a breadth of literature in the fields of community-engaged research, Visual Voices methodology, identity development, elder bias, and others. They have secured the participation of community members from Park Danforth, involvement of students and faculty from other WCHP departments, prepared an IRB application, including constructing survey questions, sessions scripts, and sought in-kind support of vendors for project supplies and photography.

One of the best parts of being a faculty member is learning with students. It is such an enriching experience for students to design and execute their own research project. I am so thrilled about this opportunity to advise this project. Please accept this very strong letter of support, and let me know if you have any questions or require additional information.

Best regards,



Rebecca J. Boulos, MPH, PhD

Assistant Clinical Professor, School of Community and Population Health



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December 16, 2014

Dear Members of the IPEC Student Grant Funding Committee,

This letter is being written in support of a group of interprofessional students, including three graduate occupational therapy students, who wish to engage in a community research project using Visual Voices, “a community-engaged participatory research approach that utilizes art to engage participants in conversation about a given research topic.” While this approach has generally been used with adolescents, this group of IP students wants to use it with older adults who would volunteer to participate in the program. Planning has occurred for the project to take place at a local senior living facility, Park Danforth, which is in the vicinity of the Portland campus of the University of New England.

I have reviewed and made comments on the Visual Voices application, IRB proposal, and budget. Overall it is an impressive project that deserves to be funded. I am happy to work with this group in any way that I can including assisting with the sessions, gathering and analyzing data, and following through with dissemination. I have been very impressed with the level of energy that has gone into this project. Please contact me if you need additional information from me. My telephone number is 221-4102 and email is [rrobbnett@une.edu](mailto:rrobbnett@une.edu). Thank you for your consideration.

Sincerely,

Regi Robnett, PhD, OTR/L  
Professor

#### IV. INTERPROFESSIONAL STUDENT-LED MINI-GRANT TIMELINE

Date	Phase	Description	Status
Oct. 29, 2014	Project Inception	Start developing the project and discussing ideas.	✓
Oct. 29, 2014 – Ongoing	Weekly Meetings with Faculty Mentor	Meet with faculty mentor on a weekly basis throughout the project to touch base and review our progress. Incorporate her feedback.	✓
Nov. 3, 2014	Meet with Judy Metcalf	Meet with Judy Metcalf of the Maine Geriatric Education Center to discuss our project ideas and learn about her experience working with the aging population. Incorporate her feedback.	✓
Nov. 3, 2014	Meet with Kris Hall	Meet with Kris Hall of UNE’s Interprofessional Education Collaborative (IPEC) to discuss our project ideas, our intention of applying for an IPEC mini-grant, and hear her feedback. Incorporate her feedback.	✓
Nov. 9, 2014	Concept Mapping	Map out the concepts related to our project.	✓
Nov. 10, 2014	Meet with Kathleen Mundell	Meet with Kathleen Mundell of the Maine Arts Commission to discuss our project ideas and learn about her experience doing art with aging populations. Incorporate her feedback.	✓
Nov. 11, 2014	Meet with Michael Yonas	Meet with Michael Yonas, author of journal articles on Visual Voices, to discuss our project ideas and learn about his experience using Visual Voices. Incorporate his feedback.	✓
Nov. 12, 2014	Draft Project Proposal	Compose an initial draft of the project proposal.	✓
Nov. 19, 2014	Annotated Bibliography	Review the literature related to our project and compose an annotated bibliography.	✓
Nov. 20, 2014	Meet with Site	Meet with the potential project site, Park Danforth, and discuss our draft project proposal. Ask about recruiting a research team member from the population of interest. Incorporate their feedback.	✓



<b>Nov. 21, 2014</b>	<b>Meet/Recruit MSOT Students</b>	Meet with UNE MSOT students who're interested in our project. Describe our project to them and recruit those interested. Incorporate any feedback they have.	✓
<b>Nov. 21, 2014</b>	<b>Meet with David Drozda</b>	Meet with David Drozda, a UNE Osteopathic Medicine student who participated in the "Learning by Living" Program, to discuss our project ideas and learn about his experience spending ten days living in a nursing home. Incorporate his feedback.	✓
<b>Nov. 26, 2014</b>	<b>Draft Timeline</b>	Compose an initial draft of the timeline of project activities.	✓
<b>Nov. 28, 2014</b>	<b>Secure Site Agreement</b>	Secure a project site and obtain documentation of our collaboration agreement.	✓
<b>Dec. 2, 2014</b>	<b>Draft Budget</b>	Compose an initial draft of the project budget.	✓
<b>Dec. 3, 2014</b>	<b>Draft Pre- and Post-Project Survey and Consent Form</b>	Compose initial drafts of the pre- and post-project surveys and participant consent form.	✓
<b>Dec. 5, 2014</b>	<b>Meet with Research Team Member from Population of Interest</b>	Meet with the potential research team member from Park Danforth to discuss our draft project proposal and invite them to join our team. Incorporate any feedback they have.	✓
<b>Dec. 5, 2014</b>	<b>Review Pre- and Post-Project Survey with Research Associate</b>	Review and finalize the pre- and post-project survey with UNE Research Associate, Kira Rodriguez. Incorporate her feedback.	✓
<b>Dec. 8, 2014</b>	<b>Research Team Meets and Confirms Faculty Mentors</b>	Convene the research team before the holiday break to touch base on the project status. Confirm the faculty mentors from each department for the IPEC mini-grant.	✓
<b>Dec. 10, 2014</b>	<b>Draft Mini-Grant Application</b>	Begin incorporating the project proposal, budget, and timeline into a draft IPEC mini-grant application.	✓

<b>Dec. 10, 2014</b>	<b>Draft IRB Review Request</b>	Begin drafting the UNE IRB “Request for Review”.	✓
<b>Dec. 12, 2014</b>	<b>Draft Session Scripts</b>	Compose initial drafts of the session scripts.	✓
<b>Dec. 17, 2014</b>	<b>Meet with Lori Power</b>	Meet with Lori Power, the Coordinator of UNE’s Applied Arts and Social Justice Certificate to discuss our project ideas and learn about her experience using art for social justice. Incorporate her feedback.	✓
<b>Dec. 17, 2014</b>	<b>Submit Mini-Grant Application</b>	Finalize and submit the IPEC mini-grant application, including the project proposal, budget, and timeline.	✓
<b>Dec. 17, 2014</b>	<b>Initiate IRB Review</b>	Submit “Request for Review” to UNE IRB.	✓
<b>Dec. 22, 2014</b>	<b>Project Informational Flyer</b>	Create an informational flyer regarding the project to give to Park Danforth staff for distribution to their residents.	✓
<b>Jan. 7, 2015 – Ongoing</b>	<b>Research Team Meets Weekly</b>	Convene the research team on a weekly basis to prepare and discuss the project sessions.	
<b>Jan. 12, 2015</b>	<b>Update CEIPE Office</b>	Collyn Baeder will email the CEIPE office a progress update.	
<b>Jan. 14, 2015</b>	<b>Initial Project Session, Week 1</b>	Participant Recruitment & Session Plannig.*	
<b>Jan. 21, 2015</b>	<b>Week 2 Project Session</b>	Introductions, Pre-Project Survey, & Ice-Breaker Art Activity.*	
<b>Jan. 26, 2015</b>	<b>Update CEIPE Office</b>	Zoe Hull will email the CEIPE office a progress update.	
<b>Jan. 28, 2015</b>	<b>Week 3 Project Session</b>	Group Discussion & Artwork on Self-Perception, Part 1.*	
<b>Feb. 4, 2015</b>	<b>Week 4 Project Session</b>	Group Discussion & Artwork on Self-Perception, Part 2.*	

<b>Feb. 9, 2015</b>	<b>Update CEIPE Office</b>	Nicole O'Brien will email the CEIPE office a progress update.	
<b>Feb. 11, 2015</b>	<b>Week 5 Project Session</b>	Group Discussion & Artwork on the Perceptions of Significant Others, Part 1.*	
<b>Feb. 18, 2015</b>	<b>Week 6 Project Session</b>	Group Discussion & Artwork on the Perceptions of Significant Others, Part 2.*	
<b>Feb. 23, 2015</b>	<b>Update CEIPE Office</b>	Rebecca Masterjohn will email the CEIPE office a progress update.	
<b>Feb. 25, 2015</b>	<b>Week 7 Project Session</b>	Group Discussion & Artwork on the Perceptions of Health Care Providers, Part 1.*	
<b>Mar. 4, 2015</b>	<b>Week 8 Project Session</b>	Group Discussion & Artwork on the Perceptions of Health Care Providers, Part 2.*	
<b>Mar. 9, 2015</b>	<b>Update CEIPE Office</b>	Virginia Sedarski will email the CEIPE office a progress update.	
<b>Mar. 11, 2015</b>	<b>Week 9 Project Session</b>	Group Comparison of Artworks, Discussion of Experience, & Portraits.*	
<b>Mar. 13, 2015</b>	<b>Production of Individualized Handouts</b>	Begin the production of individualized handouts that display each participant's individual artwork, portrait, and personal statement.	
<b>Mar. 14, 2015</b>	<b>Week 9-10 Project Session</b>	Preparation for Exhibits & Review of Previous Session's Written Statement*	
<b>Mar. 18, 2015</b>	<b>Exhibit at Park Danforth</b>	Exhibit the resulting artwork at Park Danforth. Invite the participants' loved ones.	
<b>Mar. 23, 2015</b>	<b>Update CEIPE Office</b>	Adrian Jung will provide the CEIPE office with a progress update.	
<b>Mar. 25, 2015</b>	<b>Present and Exhibit at UNE</b>	Present the project, artwork, and results to UNE students, faculty, and staff.	

<b>April 3, 2015</b>	<b>Exhibit at First Friday Art Walk</b>	Exhibit the artwork at a venue in Portland, Maine during a First Friday Art Walk.	
<b>April 6, 2015</b>	<b>Update CEIPE Office</b>	Collyn Baeder will email the CEIPE office a progress update.	
<b>April 8, 2015</b>	<b>Final Project Session</b>	Final Discussion & Post-Project Survey.*	
<b>April 13, 2015</b>	<b>Finalize Individualized Handouts</b>	Edit the individualized handouts based on participant feedback and give several copies of the handouts to each participant.	
<b>April 15, 2015</b>	<b>Exhibit at Medical Facility</b>	Exhibit the artwork at a medical facility.	
<b>April 20, 2015</b>	<b>Update CEIPE Office</b>	Zoe Hull will email the CEIPE office a progress update.	

*\*For more details, please see the Session Scripts.*

## V. INTERPROFESSIONAL STUDENT-LED MINI-GRANT SESSION SCRIPTS

Script for 1st Session:

### Participant Recruitment & Session Planning

**Duration-** Approximately 1.5 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Time-keeper, Writer; Community Liaison; Interested Residents

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Consent and Photo/Artwork Release Forms, Pens

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the attendees to arrive, pick out their refreshments, and get comfortable.</p>
5 – 10 minutes	<p><b>3. Research Team Introductions</b> The research team members will each introduce themselves, providing brief academic and personal background information. The research team will introduce Community Liaison Donna Wolf, and explain her role, and she will be given the chance to introduce herself. <b>(Write down their names on the whiteboard/flipchart.)</b></p>
10 – 20 minutes	<p><b>4. Attendee Introductions</b> The research team member serving as the session facilitator will invite the attendees to introduce themselves and explain why they came. They will inform the attendees that they can choose to use a pseudonym rather than their real name.</p>
20 – 25 minutes	<p><b>5. Explanation of Visual Voices Methodology</b> The research team will explain the Visual Voices methodology –  <i>“Visual Voices is an approach to research which involves creating art and holding group discussions about a particular topic. Participants first discuss the topic, then do an art activity, and afterward discuss the resulting art. <b>(Write down each of these three components on the whiteboard/flipchart.)</b> The resulting art and discussion themes are used to shed light on the participants’ perspectives on the research topic.”</i></p>
25 – 35 minutes	<p><b>6. Description of Project</b> The research team will describe the project specifics –  <i>“The research topics that we’d like to learn about during this project are the ways you see yourself and who you are, and how you feel seen by other people in your life, such as your friends, family, and health care providers. <b>(Write down each of these three topics on the whiteboard/flipchart.)</b> To begin, we’ll hold group discussions and art-making sessions about the topic of your self-perception and identity. Then, we’ll hold group discussions and art-making sessions about the topic of how you feel seen by significant others in your life, like friends and family. Lastly, we’ll hold group discussions and art-making sessions about how you feel seen by your health care providers. The first artwork, about your self-perception and identity, will be an individual piece that you create on your own. The second and third artworks, about how you feel seen by significant others and health care providers will be group pieces, like collages, where each of you create smaller artworks which will then be brought together to form a larger piece. <b>(Next to each of the three topics written on the whiteboard/flipchart, write down the corresponding</b></i></p>

	<p><b>type of artwork.)</b> Each of these artworks will also be accompanied by written statements which explain your perspective. In addition, the group discussions will be recorded so that the research team can refer back to the recordings for research purposes.</p> <p>Then we'll compare all of the artwork and discuss the potential differences between how you see yourself versus how you feel seen by significant others and health care providers, and explore the potential impact that these differences may have. In addition, a professional photographer will be enlisted to take a portrait of each of you, which will accompany the artwork. With your permission, all of your artwork will be displayed at exhibits at Park Danforth, for your friends and family; at UNE, for students and faculty; at a venue during a Portland First Friday Art Walk, for the public; and at a medical facility, for health care providers. <b>(Write down each of these exhibits on the whiteboard/flipchart.)</b> You'll be invited to help plan for and participate in all of these exhibits.</p> <p>The project sessions and exhibits will take place between January and April for approximately 14 weeks, with the participants meeting as a group once each week. The project will also involve two short surveys, one which you'd take at the beginning of the project and another which you'd take at the end. At the end of the project you will be able to keep your artwork and your portrait, and we will also prepare a one-page handout that you can share with others to show the work that you did in this project."</p>
35 – 45 minutes	<p><b>7. Answering Attendee Questions</b> The research team will answer any questions that the attendees may have.</p>
45 – 50 minutes	<p><b>8. Participant Self-selection</b> The research team will gauge the attendees' level of interest and determine who wants to sign up. The first ten attendees' to volunteer will be recruited. Those who aren't interested in the project can leave at this time. The research team will thank them for taking the time to attend and wish them well.</p>
50 – 70 minutes	<p><b>9. Consent and Photo/Artwork Release Forms</b> The research team will explain to the ten volunteers that some paperwork needs to be completed in order to participate in the project, a consent form and a photo/artwork release form – "UNE requires that we collect certain paperwork from all of you in order to participate in this project- a consent form and a photo/artwork release form. <b>(Write down these two forms on the whiteboard/flipchart.)</b> The purpose of the consent form is to demonstrate that you understand the project and have chosen to participate of your own free will. The photo/artwork release form allows you to choose how you would like your photographs and artworks used. We will review this photo/artwork release form again at the end of the project to make sure that you are still comfortable showing your artwork and photograph."</p> <p>The research team will hand out the consent and photo/artwork release forms for the participants to follow along with as the research team explains the form point-by-point. The research team will answer any questions that the participants have and offer additional explanations when needed. The research team will confirm the participants' understanding of the forms by asking them to explain what will be happening during the project, and then confirming that this is something they want to take part in. Those participants who are comfortable signing the paperwork at this session can do so, while any participants who would like more time to consider them can hold onto them, review them on their own time, sign them, and give them to the research team at the beginning of the next session.</p>
70 – 80 minutes	<p><b>10. Planning – Session Schedule, Refreshment Choices and Art Supplies</b> The research team will ask the participants what day of the week and time will be best to hold the weekly sessions. Using this feedback, a session schedule will be created. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b></p> <p>The research team will also ask the participants about their preferences for refreshments, taking into considerations any dietary restrictions and food allergies. Lastly, the research team will</p>

	ask the participants what types of art supplies they would like to work with, suggesting paints, colored pencils, and markers, but being open to other suggestions. <b>(Write down the art supplies they suggest on the whiteboard/flipchart.)</b>
80 – 90 minutes	<p><b>11. Introduction to Next Session &amp; Conclusion</b></p> <p>The research team will describe what to expect at the next session –</p> <p><i>“At the next session, we will start by getting to know each other a little better, and answering any remaining questions that you might have about the consent and photo/artwork release forms. Then we’ll give you the first survey to fill out, discuss session ground rules, and conduct a short ice-breaker art activity. At the following sessions, we’ll start diving into the research topics of self-perception and how others see you.”</i></p> <p>The research team will thank the participants for attending, remind them of the next session date and time, remind them to bring any remaining consent forms to the next session, and let them know how excited they are to be participating in this project with them.</p>
After the Session	<p><b>12. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 2nd Session:  
**Introductions, Pre-Project Survey, & Ice-Breaker Art Activity**

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper, Writer; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, 10 Pre-project Surveys, 10 Ground Rule Documents, 10 Session Schedules, Writing Utensils, Paper, Example Artwork, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b>            The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b>            The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 10 minutes	<p><b>3. Research Team Reintroductions</b>            The research team and community liaison will re-introduce themselves, providing a little more depth than last time about who they are. They will include where they are from, what they are interested in, and one thing about themselves that may be surprising. <b>(Write down their names on the whiteboard/flipchart.)</b></p>
10 – 20 minutes	<p><b>4. Review of Project Details</b>            The research team will hand out the session schedules (with the dates and times determined at the last session) and provide a refresher and more depth on the details of the project –  <i>“We will now provide a refresher on the details of this project. We will meet as a group once a week from now until April to create art and have group discussions about three main topics. First, we will focus the art and group discussions on the topic of how you see yourselves and your identity. The artwork created for this topic will be an individual piece that you create on your own. You will be invited to write a short personal explanatory statement to accompany this piece. Next, we will create art and have group discussions focused on the topic of how you feel seen by significant others in your life, like friends and family. The artwork created for this topic will be a group piece, where everyone makes their own smaller artworks, which are then brought together to form a larger artwork, like a collage. We will draft a written statement to accompany this artwork based on the major themes that arise during the group discussions. Lastly, we will create art and have discussions focused on the topic of how you feel seen by your health care providers. This will also be a group piece that is a collage of smaller individual pieces. A written statement will also be drafted to accompany this artwork based on the major discussion themes. These written statements will be shared with you to make sure that you agree with them. <b>(Write down each of these three topics and the type of artwork that corresponds with them.)</b></i>  <i>Then we’ll compare all of the artwork and discuss the potential differences between how you see yourself versus how you feel seen by significant others and health care providers, and explore the potential impact that these differences may have. In addition, a professional photographer will be enlisted to take a portrait of each of you, which will accompany the artwork. With your permission, all of your artwork will be displayed at exhibits at Park Danforth, for your friends and family; at UNE, for students and faculty; at a venue during a Portland First Friday Art Walk, for the public; and in a health care setting, for health care providers. <b>(Write down each of these exhibits on the whiteboard/flipchart.)</b> You’ll be invited to help plan for and participate in all of</i></p>



	<i>these exhibits.”</i>
20 – 25 minutes	<p><b>5. Paperwork</b></p> <p>The research team will answer any remaining questions about the consent and photo/artwork release forms and collect any pending forms; again, verifying that the participants understand the forms by asking them to explain what will be happening during the project, and then confirming that this is something they want to take part in.</p>
25 – 35 minutes	<p><b>6. Pre-project Survey</b></p> <p>The research team will remind the participants about the pre- and post-project survey. They will hand out a copy of the pre-project survey to each participant and will go over the questions and explain how the survey works, and that it is anonymous. The participants will fill out the surveys, while the research team provides assistance to those who may need it.</p>
35 – 55 minutes	<p><b>7. Participant Introductions</b></p> <p>The research team will invite each of the participants to introduce themselves, re-explaining that they can use a pseudonym if they wish. They will be asked to include where they are from, why they signed up for this project, and one thing about themselves that may be surprising. <b>(Write down these components to include on the whiteboard/flipchart, as well as the participants’ names or pseudonyms.)</b></p>
55 – 65 minutes	<p><b>8. Ground Rules</b></p> <p>The participants will hand out a copy of draft session ground rules to each participant and will review them with the participants. The participants will be asked how they feel about the ground rules and if they have any suggested additions or revisions. Each of the participants will be given a chance to answer the following questions –</p> <p><i>“What rules on this list do you have questions about? What rules on this list do you think should be rewritten or removed? What are some other rules that you can think of that we should add to this list? Are you okay with these rules and do you think that you’ll be able to follow them throughout the project?”</i></p>
65 – 95 minutes	<p><b>9. “Memory Mapping” Ice-breaker Art Activity</b></p> <p>The research team will introduce the “Memory Mapping” ice-breaker art activity –</p> <p><i>“Now we’ll conduct a short ice-breaker art activity called “Memory Mapping”. <b>(Write down “Memory Mapping” on the whiteboard/flipchart.)</b> For this activity, you’re going to work in pairs. To determine your partner, please pick a number from this bag and the person with the same number will be your partner.”</i></p> <p>The research team will walk around with a bag that has slips of paper with the numbers 1-5 in it (two slips for each number) and have each participant pick a number and pair up with the person with the same number.</p> <p><i>“This activity works by describing your favorite place or room to you partner, while they sketch it out on paper. You will then switch roles and the other person will describe their favorite place or room, while the other person draws. Each person will have about 15 minutes in each role. You can talk about the layout of the room or place, what objects were in it, and the kinds of activities you did there. Please don’t worry about needing your drawings to be “perfect”. This activity should be fun and relaxing.”</i></p> <p>The research team will show an example “Memory Map” that they created and then the activity will begin. A member of the research team will be assigned to each pair to assist in the drawing and conversation. 10 minutes into the session, the participants will be reminded that they will be switching in 5 minutes. 5 minutes later the participants will be asked to switch. They will be given another 5 minute warning before the activity ends.</p>
95 – 110 minutes	<p><b>10. Discussion of “Memory Maps”</b></p> <p>The research team will bring everyone back together as a group and will ask each pair to present their “Memory Maps”. The group will spend a little time discussing and appreciating each map –</p>

	<p><i>“Please share your “Memory Maps”. What room or place did you pick and why? What did you think of the experience of drawing each other’s maps? What are your questions or thoughts about each map?”</i></p>
110 – 120 minutes	<p><b>11. Introduction to Next Session &amp; Conclusion</b></p> <p>The research team will introduce the next session –</p> <p><i>“At the next session you will begin discussing and creating artwork about your self-perception and identity. First, we will hold a group discussion about this topic. Then, you will start your artworks. You won’t have to complete your entire artwork next session, as you will have time to finish up working on it at the session following.”</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> To keep the mood light and enjoyable, the research team will ask the participants to each bring a joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
After the Session	<p><b>12. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 3rd Session:  
**Group Discussion & Artwork on Self-Perception, Part 1**

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper, Writer; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Writing Utensils, Writing Paper, Laptop and Speakers (to play light music during art-making), Audio Recording Device, Example Artwork, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b>            The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b>            The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b>            The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions –  <i>“How are you feeling since we met the last time? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start the group discussion?”</i></p>
15 – 50 minutes	<p><b>4. Group Discussions About Participants’ Self-Perception &amp; Identity</b>            The research team will engage the group in a discussion on the topic of self-perception. To begin, they will ask the participants to brainstorm the various ways that people define their identity –  <i>“How do people define their identity? How do people describe who they are?”</i>            If necessary, the research team can help the participants brainstorm the various ways that people define their identity, suggesting things like: their occupation, their hobbies, their personality, their likes and dislikes, their appearance, their relationships with others, their strengths, their upbringing and family, their political opinions, important events from their past, their goals for the future, their cultural heritage, etc. <b>(Write down each brainstorming item on the whiteboard/flipchart.)</b> Each of the participants will be given a chance to speak.            Next the research team will allow the participants a little time to think about their own identity –  <i>“What do you see as your identity? How would you describe yourself? What makes you unique? What are your strengths? What do you like about yourself?”</i>            Each of the participants will either write down or think about the various words they associate with their identity, based on the ways to define identity that were just brainstormed. The research team will start off the discussion by sharing words and thoughts about their own identities. Then the participants’ who feel comfortable can share their words and thoughts about their identity with the group. Each of the participants will be given a chance to speak.</p>
50 – 60 minutes	<p><b>5. Examples of Identity-related Artwork</b>            The research team and community liaison will show examples of identity-related artwork that they’ve created. They will explain how the artworks are related to how they perceive themselves and their identity.</p>

60 – 110 minutes	<p><b>6. Art-making About Participants’ Self-perception &amp; Identity – Part 1</b>  The participants will begin working on their individual artworks on self-perception, using the points raised during the group discussion for inspiration. The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
110 – 120 minutes	<p><b>7. Introduction to Next Session &amp; Conclusion</b>  As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session –  <i>“At the next session, you will be given time to finish up your artwork about your self-perception and identity. Then, as a group, we will review and discuss each person’s artwork. Afterward, you will be given some time to write or dictate a short personal explanatory statement to accompany your artwork.”</i>  The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
After the Session	<p><b>8. Clean-up</b>  The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 4th Session:  
**Group Discussion & Artwork on Self-Perception, Part 2**

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Writing Utensils, Writing Paper, Laptop and Speakers (to play light music during art-making), Audio Recording Device, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b>            The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b>            The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b>            The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions –  <i>“How are you feeling about the art-making process? What are some additional thoughts about self-perception, identity, or art-making that occurred to you between last session and now? What questions do you have before we start working on the artwork again?”</i></p>
15 – 50 minutes	<p><b>4. Art-making About Participants’ Self-perception &amp; Identity – Part 2</b>            The participants will finish working on their individual artworks on self-perception and identity. The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
50 – 90 minutes	<p><b>5. Group Discussion of Artwork</b>            The research team will hold a group discussion to review the resulting artwork with the participants. Time will be spent on each piece, allowing the participants to talk about their work and for others to provide feedback, thoughts, and comments –            To the participants: <i>“When discussing each other’s artwork try to focus on the positive- what you like about it and what they did well. What comes to mind when you view this artwork? What are your reactions to it? What does it remind you of? What are your questions for the artist?”</i>            To the artist: <i>“Please feel free to respond to any of the group’s comments. What were you thinking about when you made this artwork? What is the message or meaning that the artwork is trying to convey, if there is one? What do you like about your artwork? What surprised you while you were making it? Please provide any additional explanations about the artwork that you wish.”</i></p>
90 – 110 minutes	<p><b>6. Writing Personal Explanatory Statements</b>            The research team will ask the participants to write short personal explanatory statements to accompany their artwork. Any participants’ who would rather dictate their statements to a research team member will be accommodated –  <i>“Please write or dictate a statement about your artwork. You can include points from the artwork discussion such as the artwork’s meaning and message, what you were thinking when you made it, what you like about it, etc. If you would prefer to relay your statement to us, we’d be happy to write it down for you. Please let us know if you need assistance or have any questions.”</i></p>

<p>110 – 120 minutes</p>	<p><b>7. Introduction to Next Session &amp; Conclusion</b></p> <p>As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session –</p> <p><i>“At the next session you will begin discussing and creating artwork about how you feel seen by significant others in your life, like friends and family. First, we will hold a group discussion about this topic. Then, you will start your artworks. These will be smaller artworks that will be combined together into a larger artwork, like a collage. You won’t have to complete your entire artwork next session, as you will have time to finish up working on it at the session following.”</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
<p>After the Session</p>	<p><b>8. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 5th Session:

## Group Discussion & Artwork on the Perceptions of Significant Others, Part 1

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper, Writer; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Writing Utensils, Writing Paper, Laptop and Speakers (to play light music during art-making), Audio Recording Device, Example Artwork, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling since we met the last time? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start the group discussion?”</i></p>
15 – 50 minutes	<p><b>4. Group Discussions About the Perceptions of Significant Others</b> The research team will engage the group in a discussion on the topic of how they feel seen by the significant others in their lives. To begin, they will ask the participants to think about who the significant others in their life are – <i>“Which people in your life are the most important to you? Who do you interact with the most?”</i> If necessary, the research team can help initiate the conversation by sharing the people who play significant roles in their lives- spouses, partners, parents, siblings, extended family, friends, etc. <b>(Write down each role that come up on the whiteboard/flipchart.)</b> Each of the participants will be given a chance to speak. Next the research team will allow the participants a little time to think about how they feel seen by these significant others – <i>“How would these significant others in your life describe you? What aspects of you do they see the most? How do you feel like you’re seen when you’re with them? What might they not recognize or know about you?”</i> Each of the participants will either write down or think about the various ways that they feel seen by the significant others in their lives. The research team will start off the discussion by sharing their thoughts about how they feel seen by the significant others in their lives. Then the participants’ who feel comfortable can share their thoughts about how they feel seen by their significant others with the group. Each of the participants will be given a chance to speak.</p>
50 – 60 minutes	<p><b>5. Examples of Artwork Related to the Perceptions of Significant Others</b> The research team and community liaison will show examples of artwork related to the perceptions of significant others that they’ve created. They will explain their thought process behind the artworks.</p>

<p>60 – 110 minutes</p>	<p><b>6. Art-making About Perceptions of Significant Others – Part 1</b>  The participants will begin working on their artworks on the perceptions of significant others, using the points raised during the group discussion for inspiration. The research team will explain how each of these pieces will be combined into a group artwork, like a collage –  <i>“You will each be creating smaller artworks focused on how you feel seen by the significant others in your life. The smaller artworks will be attached to each other side-by-side to create one large group artwork, which will be a collage of all of your contributions.”</i>  The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
<p>110 – 120 minutes</p>	<p><b>7. Introduction to Next Session &amp; Conclusion</b>  As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session –  <i>“At the next session, you will be given time to finish up your artwork about how you feel seen by the significant others in your life. Then, as a group, we will review and discuss each person’s artwork. We will summarize the major themes that arise from the discussion to create a written statement to accompany the larger group artwork/collage.”</i>  The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
<p>After the Session</p>	<p><b>8. Clean-up</b>  The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>



Script for 6th Session:

## Group Discussion & Artwork on the Perceptions of Significant Others, Part 2

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Laptop and Speakers (to play light music during art-making), Audio Recording Device, Artwork from Previous Session, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling about the art-making process? What are some additional thoughts about how you feel seen by significant others or art-making that occurred to you between last session and now? What questions do you have before we start working on the artwork again?”</i></p>
15 – 55 minutes	<p><b>4. Art-making About Perceptions of Significant Others – Part 2</b> The participants will finish working on artworks about the perceptions of significant others. The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
55 – 110 minutes	<p><b>5. Group Discussion of Artwork</b> The research team will hold a group discussion to review the resulting artwork with the participants. Time will be spent on each piece, allowing the participants to talk about their work and for others to provide feedback, thoughts, and comments – To the participants: <i>“When discussing each other’s artwork try to focus on the positive- what you like about it and what they did well. What comes to mind when you view this artwork? What are your reactions to it? What does it remind you of? What are your questions for the artist?”</i> To the artist: <i>“Please feel free to respond to any of the group’s comments. What were you thinking about when you made this artwork? What is the message or meaning that the artwork is trying to convey, if there is one? What do you like about your artwork? What surprised you while you were making it? Please provide any additional explanations about the artwork that you wish.”</i> The research team will record the major discussion themes for the creation of a written summarizing statement to accompany the artwork.</p>
110 – 120 minutes	<p><b>6. Introduction to Next Session &amp; Conclusion</b> As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session – <i>“At the next session you will begin discussing and creating artwork about how you feel seen by your health care providers. First, we will hold a group discussion about this topic. Then, you</i></p>

	<p><i>will start your artworks. Like the artwork on the perceptions of significant others, these will be smaller artworks that will be combined together into a larger artwork, like a collage. You won't have to complete your entire artwork next session, as you will have time to finish up working on it at the session following. We will also ask you to review the written summarizing statement that we draft to summarize today's discussion. "</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
After the Session	<p><b>7. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 7th Session:

## Group Discussion & Artwork on the Perceptions of Health Care Providers, Part 1

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper, Writer; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Writing Utensils, Writing Paper, Laptop and Speakers (to play light music during art-making), Audio Recording Device, Example Artwork, Draft Summarizing Statement, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling since we met the last time? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start the group discussion?”</i></p>
15 – 25 minutes	<p><b>4. Review Written Summarizing Statement from Previous Session</b> The research team will review the written summarizing statement that they drafted from the previous session to ensure that the participants agree with the wording used. The research team will read the statement aloud, provide the participants with written copies, and ask for feedback. Each of the participants will be given a chance to answer the following questions – <i>“What questions do you have about this statement? What pieces of this statement do you think should be rewritten or removed? What are some points that we left out of the statement that you think should be added? Do you think the statement accurately reflects the major themes of last session’s discussions?”</i></p>
25 – 50 minutes	<p><b>5. Group Discussions About the Perceptions of Health Care Providers</b> The research team will engage the group in a discussion on the topic of how they feel seen by their health care providers. To begin, they will ask the participants to think about their interactions with health care providers – <i>“What is the experience of going to the doctor like? When you think of going to the doctor, what kinds of things come to mind?”</i> If necessary, the research team can help initiate the conversation by sharing their thoughts on their interactions with health care providers. They could start with simple descriptive words like-caring, nerve-wracking, unknown, friendly, long wait, relieving, etc. <b>(Write down the words and thoughts that come up on the whiteboard/flipchart.)</b> Each of the participants will be given a chance to speak. Next the research team will allow the participants a little time to think about how they feel seen by their health care providers– <i>“How would your doctors describe you? What aspects of you do they get to see? How do you feel like you’re seen when you’re with them? What might they not recognize or know about you?”</i></p>

	<p>Each of the participants will either write down or think about the various ways that they feel seen by their health care providers. The research team will start off the discussion by sharing their thoughts about how they feel seen by their health care providers. Then the participants' who feel comfortable can share their thoughts about how they feel seen by their health care providers with the group. Each of the participants will be given a chance to speak.</p>
50 – 60 minutes	<p><b>6. Examples of Artwork Related to the Perceptions of Health Care Providers</b></p> <p>The research team and community liaison will show examples of artwork related to the perceptions of health care providers that they've created. They will explain their thought process behind the artworks.</p>
60 – 110 minutes	<p><b>7. Art-making About Perceptions of Health Care Providers – Part 1</b></p> <p>The participants will begin working on their artworks on the perceptions of health care providers, using the points raised during the group discussion for inspiration. The research team will re-explain how each of these pieces will be combined into a group artwork, like a collage –</p> <p><i>“You will each be creating smaller artworks focused on how you feel seen by your health care providers. The smaller artworks will be attached to each other side-by-side to create one large group artwork, which will be a collage of all of your contributions.”</i></p> <p>The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
110 – 120 minutes	<p><b>8. Introduction to Next Session &amp; Conclusion</b></p> <p>As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session –</p> <p><i>“At the next session, you will be given time to finish up your artwork about how you feel seen by your health care providers. Then, as a group, we will review and discuss each person's artwork. We will summarize the major themes that arise from the discussion to create a written statement to accompany the larger group artwork/collage.”</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
After the Session	<p><b>9. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 8th Session:

## Group Discussion & Artwork on the Perceptions of Health Care Providers, Part 2

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Art Supplies, Laptop and Speakers (to play light music during art-making); Audio Recording Device, Artwork from Previous Session, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling about the art-making process? What are some additional thoughts about how you feel seen by health care providers or art-making that occurred to you between last session and now? What questions do you have before we start working on the artwork again?”</i></p>
15 – 55 minutes	<p><b>4. Art-making About Perceptions of Health Care Providers – Part 2</b> The participants will finish working on artworks about the perceptions of health care providers. The research team and community liaison will circulate the room to check-in with the participants as they are working to see if anyone needs any help or guidance.</p>
55 – 110 minutes	<p><b>5. Group Discussion of Artwork</b> The research team will hold a group discussion to review the resulting artwork with the participants. Time will be spent on each piece, allowing the participants to talk about their work and for others to provide feedback, thoughts, and comments – To the participants: <i>“When discussing each other’s artwork try to focus on the positive- what you like about it and what they did well. What comes to mind when you view this artwork? What are your reactions to it? What does it remind you of? What are your questions for the artist?”</i> To the artist: <i>“Please feel free to respond to any of the group’s comments. What were you thinking about when you made this artwork? What is the message or meaning that the artwork is trying to convey, if there is one? What do you like about your artwork? What surprised you while you were making it? Please provide any additional explanations about the artwork that you wish.”</i> The research team will record the major discussion themes for the creation of a written summarizing statement to accompany the artwork.</p>
110 – 120 minutes	<p><b>6. Introduction to Next Session &amp; Conclusion</b> As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session – <i>“At the next session you will be comparing and discussing all of the artworks you created. We will be considering whether there are differences between how you see yourself, how you feel seen</i></p>

	<p><i>by significant others, and how you feel seen by health care providers. We will explore what these differences may be and what impact they may have. We will also ask you to review the written summarizing statement that we draft to summarize today's discussion. During the second half of the session, a professional photographer will take a portrait of each of you and a group photograph."</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
<p>After the Session</p>	<p><b>7. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 9th Session:

## Group Comparison of Artworks, Discussion of Experience, & Portraits

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper; Community Liaison; Participants; Photographer

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Audio Recording Device, Artwork from the Previous Sessions, Draft Summarizing Statement, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, a space for the photographer to take portraits, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling about the project so far? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start today?”</i></p>
15 – 25 minutes	<p><b>4. Review Written Summarizing Statement from Previous Session</b> The research team will review the written summarizing statement that they drafted from the previous session to ensure that the participants agree with the wording used. The research team will read the statement aloud, provide the participants with written copies, and ask for feedback. Each of the participants will be given a chance to answer the following questions – <i>“What questions do you have about this statement? What pieces of this statement do you think should be rewritten or removed? What are some points that we left out of the statement that you think should be added? Do you think the statement accurately reflects the major themes of last session’s discussions?”</i></p>
25 – 80 minutes	<p><b>5. Group Comparison and Discussion of All Artwork</b> As a group, the research team will encourage a review, comparison, and discussion of all of the artworks that the participants created, as well as the experience of participating in this project. Each participant will be given a chance to answer the following questions – <i>“What are some similarities you see between the artworks on your self-perception and identity, the artworks on how you feel seen by significant others, and the artworks on how you feel seen by your health care providers? What are some differences between them? What do you think causes these differences? What impacts might these differences have? How might you be able to discuss these differences and their impacts with your significant others and health care providers? How would you ideally want to be seen by others?”</i> The research team will record the major discussion themes for the creation of a written summarizing statement.</p>
80 – 90 minutes	<p><b>6. Introduction to Next Session &amp; Conclusion</b> As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they</p>

	<p>may be finding challenging. They will also introduce the next session –  <i>“At the next session we will be discussing the preparation of the art exhibits. We will also ask you to review the written summarizing statement that we draft to summarize today’s discussions.”</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
90 – 120 minutes	<p><b>7. Portrait Taking</b></p> <p>The research team will introduce the photographer and a group photo will be taken first. Then the research team will arrange for the participants to have their portraits taken according to a sequential schedule. While one participant is having their photo taken, the others can participate in a “Zentagles” art activity led by the community liaison. Once someone is done having their portrait taken, they can leave whenever they want, they won’t have to wait around for everyone to finish.</p>
After the Session	<p><b>8. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>



Script for 10th Session:

## Preparation for Exhibits & Review of Previous Session’s Written Statement

**Duration-** Approximately 1.5 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper, Writer; Community Liaison; Participants

**Supplies Needed-** Refreshments, Surface to Write On (Whiteboard or Flipchart) and Marker, Consent and Photo/Artwork Release Forms, Audio Recording Device, Draft Summarizing Statement, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chairs, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling about the project so far? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start today?”</i></p>
15 – 25 minutes	<p><b>4. Review Written Summarizing Statement from Previous Session</b> The research team will review the written summarizing statement that they drafted from the previous session to ensure that the participants agree with the wording used. The research team will read the statement aloud, provide the participants with written copies, and ask for feedback. Each of the participants will be given a chance to answer the following questions – <i>“What questions do you have about this statement? What pieces of this statement do you think should be rewritten or removed? What are some points that we left out of the statement that you think should be added? Do you think the statement accurately reflects the major themes of last session’s discussions?”</i></p>
25 – 60 minutes	<p><b>5. Discussion of Art Exhibits</b> The research team will review the upcoming art exhibits – <i>“With your permission, all of your artwork will be displayed at exhibits at Park Danforth, for your friends and family; at UNE, for students and faculty; at a venue during a Portland First Friday Art Walk, for the public; and in a health care setting, for health care providers. (Write down each of these exhibits on the whiteboard/flipchart.) You are invited to plan for and participate in all of these exhibits.”</i> The research team will determine who is interested in attending each of the art exhibits, in what ways they would like to participate in the exhibits, and if they have any preferences about how the art is exhibited (specifically whether they would like to have their original artwork displayed or a copy of it). The research team will discuss transportation plans to get the participants to the exhibits.</p>
60 – 80 minutes	<p><b>6. Review of Photo/Artwork Release Forms</b> The research team will hand out each participant’s original photo/artwork release form for review, explaining that they can update their choices on the forms at this time if they wish. The participants will read through the forms or the research team can read them aloud. The research</p>

	<p>team will answer any questions that the participants have and offer additional explanations when needed. The participants will update their choices on the photo/artwork release forms, if necessary, and will resign and date them. This will ensure that they would still like to exhibit their artwork and photographs.</p>
80 – 90 minutes	<p><b>7. Introduction to Next Session &amp; Conclusion</b></p> <p>As a group, the research team will check-in with the participants to see how they are doing. They will answer questions and ask the participants about what is working well and what they may be finding challenging. They will also introduce the next session –</p> <p><i>“The next session will be the last session. At this session we will hold a final discussion about your experience of participating in this project and review how the exhibits went. We will distribute individualized one-page handouts for each of you that display your portrait, artworks, and written statements to summarize your work throughout the project. You will also complete the second project survey at this time. We will also return any original artwork at that time, along with your portraits.”</i></p> <p>The research team will then remind participants about the date and time of the next session. <b>(Write down the date and time of the next session on the whiteboard/flipchart.)</b> Everyone will share their jokes and the research team will remind the participants to each bring another joke to tell at the end of the next session. They will thank the participants for work this session and express excitement about working with them at the sessions to come.</p>
After the Session	<p><b>8. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

Script for 11th Session:  
**Final Discussion & Post-Project Survey**

**Duration-** Approximately 2 Hours

**Location-** Park Danforth, Third Floor Activity Room

**Roles-** Research Team Members: Facilitator, Note-taker, Time-keeper; Community Liaison; Participants

**Supplies Needed-** Refreshments, 10 Post-project Surveys, Writing Utensils, Individualized One-page Handouts, Audio Recording Device, Artworks and Portraits, Participant Sign-in Sheet

Timeframe	Activity
Before the Session	<p><b>1. Set-up</b> The research team will arrive at Park Danforth 20 minutes before the session begins to set up the room, including the refreshments, the arrangement of the tables and chair, doubling checking all of the necessary supplies, etc.</p>
0 – 5 minutes	<p><b>2. Refreshments</b> The research team will allow time for the participants to arrive, pick out their refreshments, and get comfortable.</p>
5 – 15 minutes	<p><b>3. Check-in</b> The research team will hold a brief check-in with the participants to see how they are doing, and touch upon where we left off last session. Each of the participants will be given a chance to answer the following questions – <i>“How are you feeling about the project coming to an end? What are some additional thoughts about the project that occurred to you between last session and now? What questions do you have before we start today?”</i></p>
15 – 75 minutes	<p><b>4. Group Discussion Reflecting on Project Experience</b> The research team will engage the participants in a group discussion reflecting on the experience of exhibiting their artwork and the entire experience of the project. They will be encouraged to discuss how they may be able to use the results of this project to affect how others perceive them. Each participant will be given a chance to answer the following questions – About the exhibits: <i>“How do you feel that the exhibits went? What did you observe at the exhibits? What surprised you about the exhibits? What would you have changed about the exhibits if you could do them again?”</i> About the project: <i>“How do you feel that the project went? What was the experience of taking part in the project like? What did you learn from participating in the project? What surprised you about the project? What would you change about the project if you were designing it? How might this project be able to affect how others see you? How might you be able to discuss the results of this project with your significant others and health care providers?”</i></p>
75 – 90 minutes	<p><b>5. Review of Individualized Handouts</b> The research team will pass out drafts of the individualized one-page handouts to each participant. The participants will be asked to review the handouts and provide their feedback and any suggested revisions. The research team will use their feedback to finalize the handouts and will drop them off to the participants at Park Danforth soon after.</p>
90 – 110 minutes	<p><b>6. Post-project Survey</b> The research team will remind the participants about the pre- and post-project survey. They will hand out a copy of the post-project survey to each participant and will go over the questions and explain how the survey works. The participants will fill out the surveys,</p>

	while the research team provides assistance to those who may need it.
110 – 120 minutes	<p><b>7. Conclusion</b></p> <p>The research team will return all original artwork and portraits to the participants. The research team will invite the participants to share any final thoughts. Everyone will share their final jokes. They will thank the participants for their participation and hard work over the course of this project and make plans for dropping off the finalized handouts at Park Danforth at an upcoming date.</p>
After the Session	<p><b>8. Clean-up</b></p> <p>The research team will clean up the room after the participants leave, throwing away any trash and moving the tables and chairs back into their original positions.</p>

## VI. INTERPROFESSIONAL STUDENT-LED MINI-GRANT BUDGET

Expense Category	Details	Cost
<b>Component 1: Participant recruitment</b>		
Project Informational Flyer	150 single-sided color copies. (\$0.15 per page) <i>[150 x 0.15 = 22.50]</i>	\$22.50
<b>Component 2: Visual Voices sessions</b>		
Art Supplies*	Art supplies for (7) sessions: the introductory participant session and the (6) Visual Voices sessions.	\$415.00
Audio Recording Device	(1) USB audio recording device.	\$50.00
Easel Pad	(1) self-stick easel pad	\$25.00
USB Drives	(2) secure IronKey USB drives (\$100 per drive) <i>[2 x 100 = 200]</i>	\$200.00
<b>Component 3: Art exhibits</b>		
Scanning Artwork	Scanning (10) 16x20" individual artworks (\$15 per artwork) and (2) 18x60" group artworks (\$70 per artwork) <i>[10 x 15 = 150, 2 x 70 = 140; 150 + 140 = 290]</i>	\$290.00
Printing Artwork	Printing (2) 18x60" group artworks (\$75 each) <i>[2 x 75 = 150]</i>	\$150.00
Printing of Photographs	Printing (20) 8x10" portraits of 10 participants (one for the art exhibit and one for participant to keep); and (11) copies of the group photograph (one for the art exhibit and a copy for each participant) (\$3 per print x 31 prints) <i>[20 + 11 = 31, 31 x 3 = 93]</i>	\$93.00
Frames	Framing (10) portraits, (1) group photograph, and the (12) artworks. (\$14 per frame for (10) 16x20" individual artworks, \$155 per frame for (2) 18x60" group artworks, \$5 per 8x10" frame for (10) portraits and (1) group photograph) <i>[10 x 14 = 140, 2 x 155 = 310, 11 x 5 = 55; 140 + 310 + 55 = 505]</i>	\$505.00
Art Gallery Exhibition Fee	Exhibit art at art gallery in Portland.	\$400.00
<b>Component 4: Project evaluation</b>		
Printing of Individual Handouts	100 double-sided color copies. (\$0.30 per copy) <i>[100 x 0.3 = 30]</i>	\$30.00
Transcription	Payment for transcription for an estimated 8 hours of project recordings. (\$25 per hour of transcription; each hour of recording equates to 1.5 hours of transcription) <i>[8 x 1.5 = 12, 12 x 25 = 300]</i>	\$300.00
<b>Total:</b>		<b>\$2,480.50</b>
<b>Amount being requested from the CEIPE office to support this project:</b>		<b>\$2,000.00</b>

**Art Supplies:** Art supplies will include canvases, water color paper pads, paintbrushes, markers, pastel sets, acrylic paint sets, colored pencils, glue, scissors, and mod podge. Additional funds will be set aside for miscellaneous art supplies based upon the request of the participants.

**Financial Donation:**

**Project Sponsorship:** The additional \$480.50 will be requested from another UNE department.

**In-Kind Donations:**

**Photography:** UNE's photographer, Holly Haywood, will donate her services for this project.

**Printing:** The UNE CEIPE office will print copies of the ten 16x20" individual art pieces.

**Refreshments:** Refreshments will be donated by local vendors for the recruitment session, Visual Voices sessions, and the art exhibits.

**Paper Goods:** Paper goods will be donated by local vendors for the recruitment session, Visual Voices sessions, and the art exhibits.