

Appendix A

Discussion Questions

What do you see?
What else do you see?
What does the artwork remind you of?
What interests you most about this artwork?
What did you discover?
What can you take away from this experience?
What title would you give to this artwork?

Appendix B

Description of Project Activities

Monoprint: The first art experience was a printmaking project to create custom prints. Using a print brayer, participants rolled out a thin layer of water-based print ink on a 9"x 12" acrylic sheet. Participants then placed a sheet of high quality paper, such as Mulberry paper, over the inked surface and firmly drew free lines and shapes with a pencil. The paper is then removed to reveal the inked impression. A variety of colored ink was available to select from along with at least 2 acrylic sheets and brayers per participant. Throughout the session, the research team cleaned brayers and sheets so that the participants could keep working.

Shibori: The second art experience was a textile project to create geometric patterned fabric. Participants explored wrapping, folding, and tying cotton fabric in various configurations. Using an indigo blue RIT dye, the research team dyed and rinsed the fabric bundles, which took about 5 minutes, and then returned them to the participants to untie and reveal the patterned surface. Pre-cut cotton fabric (16" x 18"), string, rubber bands, plastic pipes (to wrap fabric around) and rocks (to wrap inside fabric) were provided for the activity and each participant created 4-6 works. The research team handled the dye bath.

Additive/Subtractive: The third art experience was an acrylic painting project that involved first covering the paper with paint (additive) and then removing paint with a variety of tools (subtractive). Using foam rollers and brushes, participants rolled or brushed a heavy layer of paint on the paper and then used a variety of tools to remove paint to create linear designs. The research team provided participants with a small bin of tools that included forks, combs, and wood sticks along with 2-3 colors of acrylic paint, canvas paper (9"x12"), and 3-4 foam brushes.

Contour Drawing with Ink and Watercolor Paints: The fourth art experience was an observational life drawing using contour drawing, ink, and watercolor paints. Contour drawing is a drawing technique focused solely on observation to create silhouettes. In this technique, the pencil is not lifted off the paper to create a continuous drawn line. For the subject matter, the research team provided a selection of plants and invited the participants to select one or two that they would like to draw. The plant was moved to their table and

watercolor paper (9"x12") and a pencil without an eraser were provided. The research team demonstrated blind contour drawing, which involves not looking at the paper while drawing the silhouette, but encouraged the participants to find what they were comfortable with in terms of looking at the paper or not. After the drawing phase, the research team demonstrated how to ink over the drawn lines with a brush and India ink to create variations in linear width. The last step was to add color using watercolor paints. The research team created a 4-color watercolor palette for the project, heavy weight watercolor paper, and good quality brushes for the inking and painting process.

Appendix C

Results of Survey Questions 1-4

(1) Was there anything you learned as part of the program that can help you in the future as you face dementia?

Fifty-two percent of caregivers referenced their own development as a caregiver in the form of the Awareness and Caregiver Growth Themes. Twenty-five percent identified specific skills that would help them communicate with their family members and twenty-eight percent developed an awareness of their family member's needs. These caregiver development themes re-emerge in the other questions. Twenty-one percent of caregivers talked about developing a confidence in their creative ability and engagement in the arts. Creative Discovery is another theme that will appear again in other questions. Other observations from participants identified the importance of social interaction and the growth of relationships, but were not as frequent.

(2) Over the course of the workshops, was there anything you learned about yourself?

When caregivers were asked what they learned about themselves, 83% of participants referred to aspects that fell into two categories: Caregiver Growth and Creative Discovery. Forty-eight percent of the total comments revealed that caregivers were thinking about their own growth in this role, referring to specific ways they could have more fulfilling communication with their family member. Some of the examples included having more patience, reframing their perspective of their family member's needs, and providing directions gradually.

Thirty-Four percent of participants experienced the benefits of creative endeavors for themselves and many referred to the benefits their family members experienced as well. This creative discovery was described in terms of personal revelation of creative talents as well as in terms of enjoyment or relaxation. These two themes are prevalent in the other questions as well, potentially pointing to a conclusion of the impact of the art intervention through the lens of the participants. Other less frequently occurring comments in this question touched on themes identified in other questions as well, such as social support.

(3) Over the course of the workshops, was there anything you learned about your partner?

When asked what caregivers learned about their partner 50% specifically mentioned their development as a caregiver through Awareness and Caregiver Growth, themes that re-emerge from the first question. Awareness is the largest theme at 27% of the comments. The other half (46%) referred to the experience of enjoyment or recognizing the unique identities of their family members. Similar to the responses in the first question caregivers recognized the functionality and revelations of interests of their family member being an important facet in

learning to engage or appreciate them. Recognizing Identity is a theme unique to this question.

4) Has this experience changed the way you interact with your partner? If so, how?

Twenty-three (82%) caregivers said the intervention influenced their interactions with their family member. Caregiver Growth, Patience, and Relationship Building were the most commonly occurring themes. In previous questions, comments containing mention of patience were included with the Caregiver Growth theme. With Patience included in Caregiver Growth, 49% of caregivers mentioned how their communication skills have changed. The subset of Patience, making up 45% of the comments in Caregiver Growth reveals that almost half who mentioned Caregiver Growth related changes recognized Patience as a crucial skill in interacting with their family member. Patience was separated on this visualization because of the specificity of the comments. Another theme, Relationship Building, 18% of caregivers referred to recognizing the benefits of engaging with activities together as a change in their interaction. This theme has also occurred in other questions but not frequently enough to be displayed, however this question brings out these comments