

Introduction & Literature Review

Early origins of occupational therapy in arts-and-crafts movement connect to today's practices that **promote healing through creative activities**^{3,9}

Being creative is integral to meaningful occupational engagement as **people creatively problem-solve & reason through everyday challenges**⁷

Arts-based interventions can be crucial in strengthening life skills such as **critical thinking, problem-solving, flexibility, self-expression, organizational abilities, & health management**^{7,8}

Gap & Need

Young adults are **facing emerging environmental, social, political, & cultural issues** influencing their physical, mental, & emotional health¹²

There is a **need for hands-on, social, & collaborative learning opportunities** to explore skills & strategies to cope with dynamic demands & challenges effectively^{6,12}

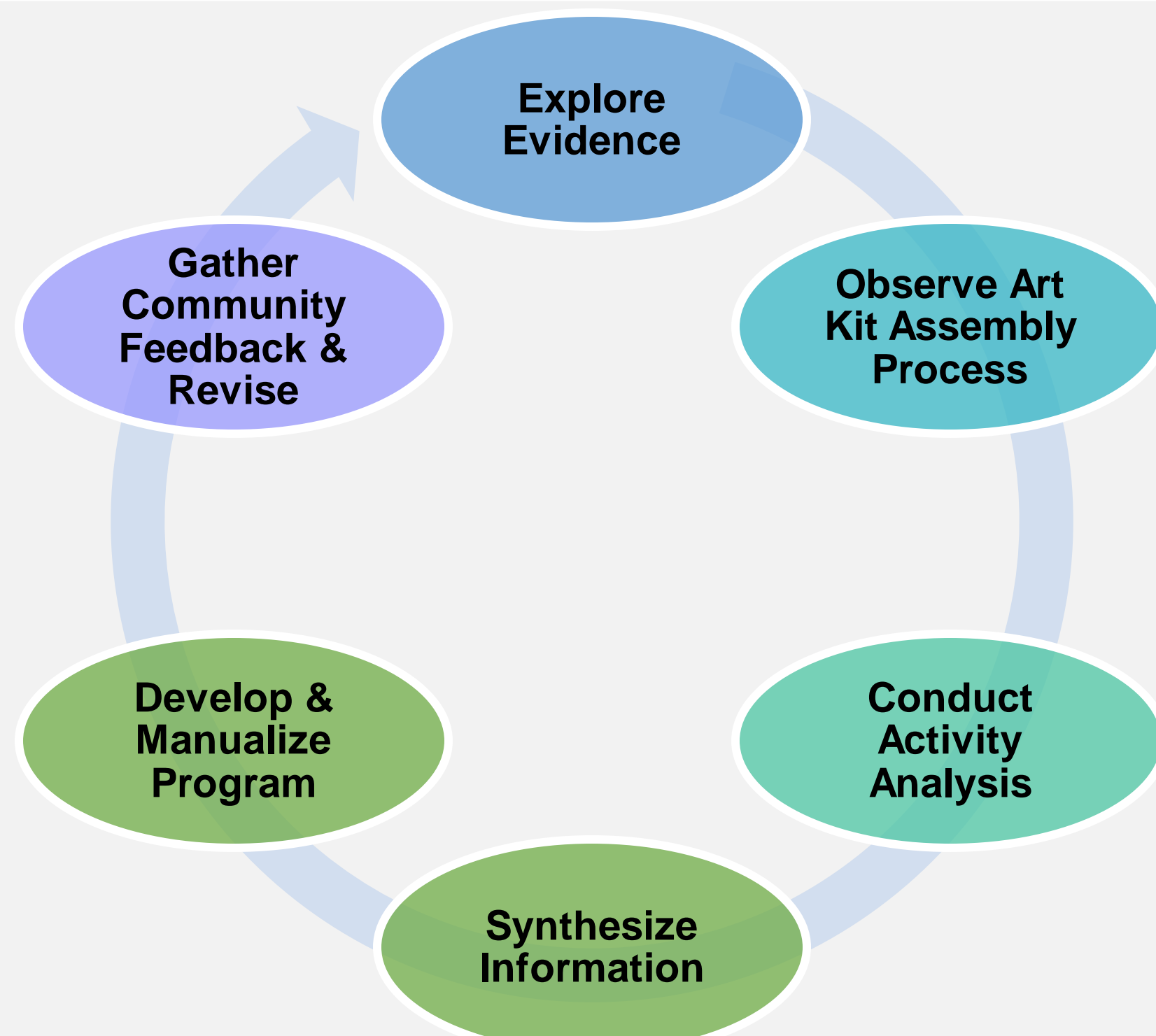
A practice shift towards medical rehabilitation interventions contributed to a **gap in the use of arts-based interventions**

Arts-based methods delivered in experiential learning settings can **develop practical expertise while strengthening connections between individuals' personal & professional identities**^{4,6}

Aim

Design & develop a **therapeutically oriented, arts-based experiential learning program** that supports development of life skills & coping strategies

Methods



Developing the Program

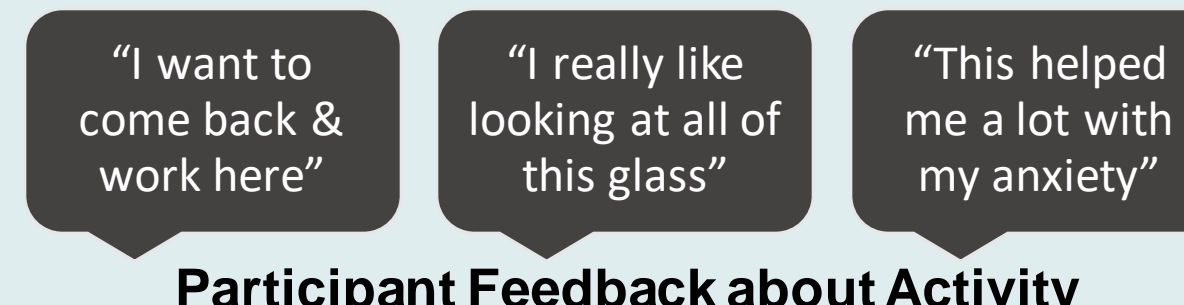
[Ways of Color](#) is a community-based organization that includes the *Rising Sun* program. It features a dynamic pairing of the therapeutic process with multifaceted art forms to guide personal growth & develop participants' functional life skills. In this program, **participants assemble stained-glass mosaic art kits to distribute in the community.**

Explore Evidence:

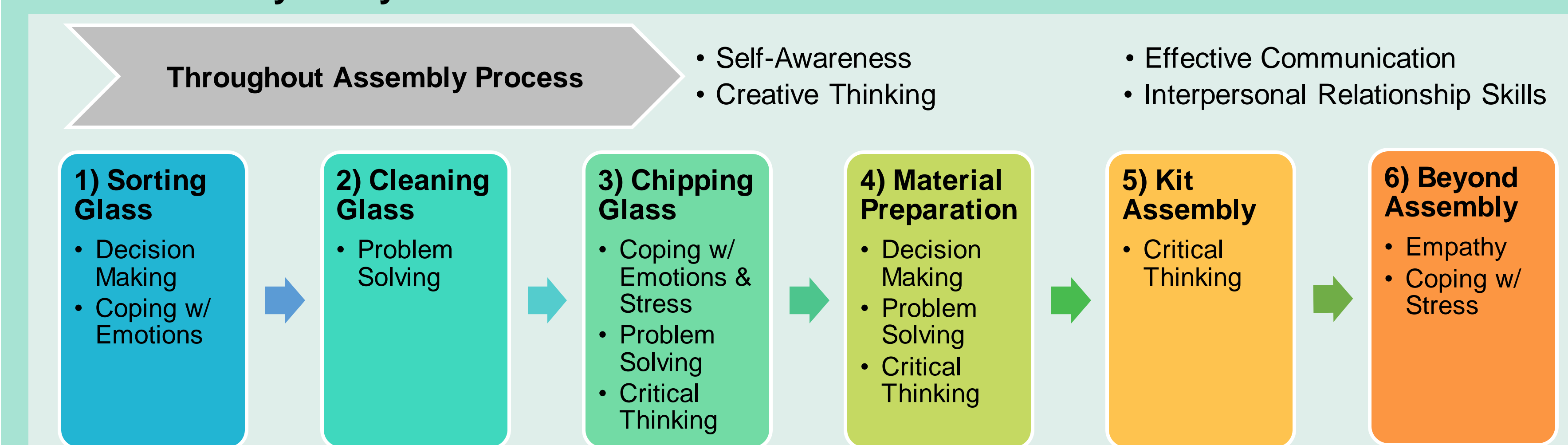
- Interdisciplinary literature review [occupational therapy, experiential education, art therapy, & adult learning].
- **Interviewed community members** to gain better insight into program & participant needs.
- Analyzed other programs/manuals to understand the content & details needed to run a program effectively.

Observe Modified Assembly Process:

- 16 participants from *Opportunity Works* - 4 site visits at Ways of Color studio.
- Focus on glass preparation (sorting, cleaning, & chipping) & creating a collaborative stained-glass mosaic mural.
- Observations revealed need to develop resources for **providing task & environmental adaptations for both participants & facilitators.**
- All participants engaged in the process; **majority expressed positive feedback & interest in returning in the Fall.**



Conduct Activity Analysis¹²:



Synthesize Information, Develop Program, & Manualize:

- Identified goals & described values, making connections to specific program activities
- Used **Person-Environment-Occupation Model of Occupational Performance**⁵ to establish interdisciplinary theoretical framework
- Outlined step-by-step assembly process
- Provided resources for facilitators on how to:
 - Provide task & environmental adaptations
 - Identify roles & create group agreements
 - Offer effective feedback
 - Document group sessions
- Created infographic guides for program participants with an:
 - Overview of the assembly process
 - Resources on the code of conduct & dress guidelines
 - Visuals of final kit materials



Integrating the Community

Gather Community Feedback & Revise:

- Reviewers from diverse backgrounds [occupational therapists, community program developers, education specialists, & peers] reviewed manual considering:

Engagement:
User interest in program/materials

Functionality:
Ease of use, ability to follow

Accessibility:
Readability, organization, & language

Aesthetics:
Visual appeal

Effectiveness:
Understanding implementation

Feedback About Version 1 of the Manual:

- Reorganize & improve transitions throughout for flow
- Simplify content & consider reading grade levels
- Make language & terms across manual consistent
- Provide more specific details about the assembly process
- Add information about marketing the program, costs, & facilitator resources
- Embed quotes from participants & facilitators
- Review what is 'nice to know' vs. 'need to know' to run the program & restructure 'nice to know' material into appendices
- Materials aesthetic; color contrast & fonts could be improved for accessibility

Revisions Made to Version 2 of the Manual:

- Edited content to ~8th grade reading level
- Reviewed materials to ensure language consistent
- Moved information that was 'nice to know' into Appendices
- Added resources for program facilitation (ex. documentation forms & how to provide adaptations)
- Changed fonts & colors to promote accessibility

Future Steps

- Feasibility study to look at objective outcomes of program
- Explore grant & funding options to expand reward options
- Develop assistive devices to support participation
- Expand model for arts-based experiential programming

Materials & References



Contact
geetika.Mukkamala@tufts.edu
for more information & details.

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