



Abstract

A qualitative participatory program evaluation was implemented in a university based expressive art program for adults with intellectual and developmental disabilities (IDD), ArtWorks. The ArtWorks' conceptual map describes the core values, functions, and key components of the program. This theory can be broadly applied within other university settings.



Background

The art making process promotes a mutual learning environment for individuals with and without disabilities as equal partners (e.g., Carrigan, 1994; Eylar et al., 2003).

Expressive-art programs offer:

- hands-on and research opportunities for university students
- creative opportunities for community members with IDD

However, these programs are often limited to Art Therapy students and not others.

ArtWorks:

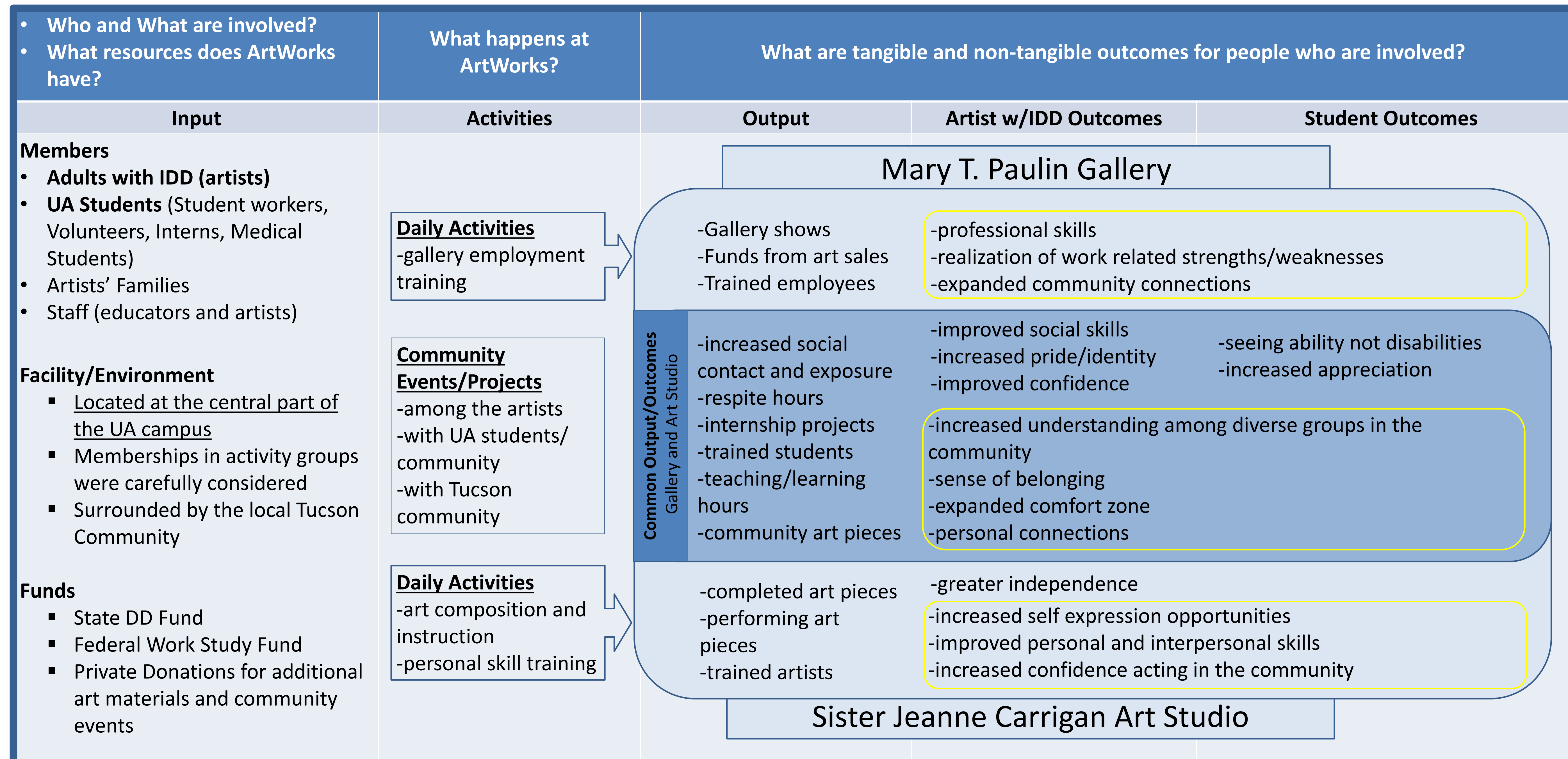
is an university based art program for adults with IDD as well as for university students in all majors although there are gaps exist in:

- Espoused Theories (What has been documented)
- Theories-in-USE (What is actually happening)

Current Study:

A qualitative participatory program evaluation was implemented to extract the actual core principles of ArtWorks that can be applied within other university settings.

Research Questions/Results (ArtWorks Conceptual Map)



ArtWorks Core Values & Long Term Impact

By Utilizing Expressive Creative Arts as Mediums, Mutual Respect and Learning is the Core Value of the ArtWorks Community

To promote

- Greater inclusion of Adults with IDD in Community Life
- Greater Awareness of Normalcy of Individuals with IDD
- Improved Service Learning Opportunities for the University Students and the Local Community



Methods

Data collection for this program evaluation was completed in the three phases summarized below:

Phase	Description	Participant	N	Status
1	Ethnographic Study <ul style="list-style-type: none"> Naturalistic observation Program document review Semi-Structured Interviews 	<ul style="list-style-type: none"> Activities and events Brochures Staff and student workers 	<ul style="list-style-type: none"> 4-month, 3 hours per week 10 	Completed
2	Participatory Program Evaluation <ul style="list-style-type: none"> Three focus groups Group review (Member check) 	<ul style="list-style-type: none"> Staff and student workers 	<ul style="list-style-type: none"> 10 	Completed
3	Participatory Program Evaluation <ul style="list-style-type: none"> Three focus groups Group review (Member check) Family Member Survey 	<ul style="list-style-type: none"> Participants with IDD Family members 	<ul style="list-style-type: none"> 18 10 	Data Collection



Conclusions

- Strength/asset based community building** is practiced at different levels of ArtWorks' activities (group membership, daily activities, and community projects/events).
- ArtWorks key components** [Gallery Business & Art Studio, Daily Activities, and Community Events] provide a **wide range of skill and community building opportunities for all participants** with different interests, strengths, and challenges.
- ArtWorks location (center of the UA campus)** provides an **important and necessary environment** for high university student involvement and close mentorship by the faculty.

Unanticipated outcome

- Many outcomes in the logic model that were initially identified for artists with IDD became common outcomes among the artists and the university students.

Acknowledgement

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