

# Framework for Public Health Artist in Residence Programs

**RISCA**  
RHODE ISLAND STATE  
COUNCIL ON THE ARTS





*“The arts can have a lifelong impact on a person’s health and health outcomes and serve as a public health opportunity and intervention. They can provide a connection to social services, mental health, neurosciences, and other fields that have historically been disconnected from one another.”*

*—Rhode Island State Arts and Health Plan*

## Introduction

### About the Rhode Island Arts and Health Partnership

Together, the Rhode Island State Council on the Arts (RISCA) and the Rhode Island Department of Health (RIDOH) highlight the significant role the arts play in individual and community health and well-being. By amplifying and supporting artists, arts and health programs, and interdisciplinary collaborations in Rhode Island, the partnership works to fully integrate the arts into health-based and community settings.

The Rhode Island Arts and Health Advisory Group, an interdisciplinary team of arts and health practitioners including researchers, artists, educators, and clinicians, came together in 2016 to advise RISCA and RIDOH on the important role the arts play in health and well-being. An 18-month planning process,\* facilitated by a collaborative research team from Brown University in partnership with RISCA and RIDOH, supported the Advisory Group in developing the Rhode Island State Arts and Health Plan. This plan serves as a public health road map for advancing the integration of arts and health for the state, outlining creative strategies through innovative and sustainable policy, practice, and research recommendations.

In 2019, the Advisory Group became the Rhode Island Arts and Health Steering Committee to help implement State Arts and Health Plan recommendations and foster collaborations across the state through an Arts and Health Network. RISCA and RIDOH envision fully integrated and sustainable arts and health systems that build on Rhode Island’s rich creative capital and innovative healthcare infrastructure.

*\*Funding for the planning process provided by the Rhode Island Foundation.*

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Cover: Section of Jazzmen Lee-Johnson’s “Breathability Map,” which examines the history of industrialization, racism, legacy pollution, and public health in Port of Providence. See full image on page 26.

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## Framework and Authors

This framework\* aims to foster partnerships between public health agencies, artists, and community partners, facilitating the promotion of the arts in exploring individual health and public health interventions. Drawing from insights gained through the RISCA and RIDOH Public Health Artist in Residence program, field research, and other program models, the framework provides a broad outline for establishing an artist in residence program to advance health goals and contribute to vibrant communities.

This framework is created as a post-artist-in-residence reflection. It serves as a guide, capturing the essence of our collaborative efforts and experiences to inform the development of future initiatives. This document commemorates strides made and can be a catalyst for further innovation and exploration of arts interventions to advance specific health goals.

### Public health artist in residence framework created by:

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And a special thank-you to **Wendy Grossman**, RISCA/RIDOH Arts and Health Advisory Team, 2016–present

*\*In this document, a framework is defined as a flexible, conceptual structure or set of guiding principles for a specific process or system. It provides a broad outline of the structure, components, and relationships within the system, allowing for customization and adaptation to various needs and contexts. This framework serves as an adaptable foundation upon which specific connections, strategies, actions, or plans can be developed.*

## Benefits of Integrating the Arts to Promote Health and Well-Being

*“Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” —World Health Organization*



**Intergenerational Arts Program at Hattie Ide Chaffee Home:** This program offers experiential movement and theatrical workshop for seniors, staff, families, community members, and Brown University undergraduate, graduate, and medical students. Artist Rachel Balaban leads seniors through a dance warm-up.

**Emotional Well-Being:** Engaging in artistic activities like painting, creative writing, or playing music can promote emotional expression, stress reduction, and relaxation. It offers individuals an outlet to express and communicate their feelings.

**Cognitive Enhancement:** Participating in artistic endeavors stimulates cognitive functions such as problem-solving, creativity, and critical thinking. This can enhance mental agility and foster resilience against cognitive decline.

**Social Connection:** The arts provide a platform for social interaction and community bonding. Group art projects, theater productions, and community art events bring people together, fostering a sense of belonging and reducing feelings of isolation.

**Physical Health:** Certain art forms, such as dance or martial arts, promote physical fitness, coordination, and balance. Engaging in these activities can contribute to overall physical health and well-being.

**Self-Confidence and Self-Esteem:** Participating in the arts and learning new skills can promote positive feedback and boost self-confidence and self-esteem.

**Lifelong Learning:** Engaging in the arts encourages lifelong learning and personal growth. Whether it is learning a new instrument, participating in a community project, or sampling other creative activities, the arts offer endless opportunities for exploration and discovery.

**Therapeutic Benefits:** Engagement with the arts in all its forms and modalities—whether through visual arts, music, dance, theater, or literature—offers significant therapeutic benefits. Artistic expression and participating in the arts in clinical and non-clinical settings serve as powerful tools for healing and personal growth, enriching the human experience on multiple levels.

**Expressive and Creative Arts Therapy(s):** These recognized forms of therapy use artistic expression to help individuals explore emotions, improve self-awareness, and cope with psychological challenges such as trauma, depression, or anxiety.

**Self-Expression and Identity:** Creativity allows for self-expression. Through the arts, one can convey personal beliefs, values, and perspectives to the world, fostering a greater sense of authenticity.

**Community Empowerment:** Community arts projects can empower individuals and groups to address social issues, advocate for change, and express collective identities. These projects can promote social justice, build resilience, and strengthen community cohesion.

**Cultural Enrichment:** Exposure to various art forms enriches cultural understanding and appreciation, fostering empathy and compassion among individuals from diverse backgrounds.

**Cultural Relevance:** Cultural practices and artistic traditions often intersect with beliefs and behaviors pertaining to health. Integrating arts into public health initiatives allows for the incorporation of culturally relevant approaches that resonate with diverse communities, fostering greater acceptance and effectiveness of health interventions.

**Reducing Stigma:** Artistic expression can help reduce stigma surrounding sensitive health topics, such as mental illness, addiction, and chronic disease. Through storytelling, visual arts, and performance, individuals can share their



**Arts and Health Conversations:** Guided tour of “Variance Making, Unmaking, and Remaking Disability” exhibit with Assistant Curator Conor Moynihan at RISD Museum of Art.



experiences in ways that promote empathy and understanding. Artistic expression such as storytelling and personal narrative have been used to improve the patient-physician experience.

**Health Promotion:** Arts engagement has been linked to positive health outcomes, including reduced stress, improved mental well-being, and increased social cohesion. By integrating arts into public health initiatives, programs can take a more holistic approach to promoting health, addressing both physical and mental aspects of well-being. Arts engagement can mitigate some of the negative social determinants of health by improving perinatal mental health and child cognitive development; shaping educational and employment opportunities and compensating for work-related stress; building individual resilience and enhancing communities.

**Education and Messaging:** Using creative approaches can be a powerful way to disseminate health information that is broadly accessible. This can be accomplished, for example, by creating visually dynamic pamphlets (e.g., comic strips, graphic novels, photo- or illustration-rich instructions), jingles, songs, printed clothing, or fabrics with information.

**Aesthetics:** The appreciation of beauty and art informs every aspect of our lives. Aesthetic experiences arise in various contexts, such as visits to museums or creating artistically vibrant spaces in our homes, healthcare facilities, and community environments. Research suggests that the arts can significantly promote health and psychological well-being. Collaborating with local artists, designers, and furniture makers to incorporate custom art and designs tailored to healthcare settings' specific functions and needs can be highly beneficial. This could include murals, local art, rugs, furniture, and more, all of which contribute to a more healing and enriching environment.



**Eliza Squibb: Preliminary Sketch for *Tree of Life for Breast / Chest* “Self-Awareness” textile.**

This project reimagines a historical textile pattern to create a visual communication tool that embodies positive actions of self-care and self-knowledge for breast and chest cancer awareness. Inspired by diagrams of breast/chest tissue, the flower motifs in the “Tree of Life” illustrate best practices for breast/chest self-monitoring with imagery that is gender inclusive and culturally appropriate by avoiding direct representations of the body. The goal is to equip community leaders with this teaching textile so they can lead empowering conversations and learning sessions, chipping away at the wall of silence and stigma around certain health topics.

## Why the Arts Matter to Our Health:

- Combat loneliness and social isolation by fostering social connections, emotional expression, and a sense of belonging.
- Promote holistic well-being and community development.
- Enhance self-confidence and reduce stress.
- Provide direct health benefits.
- Recognize and address social determinants of health.
- Improve health communication efforts.
- Stimulate innovative thinking and foster creative problem-solving.
- Foster social connections and belonging.
- Advance community-led health practices.
- Educate, organize and mobilize.
- Make ordinary moments extraordinary.

## Social Determinants of Health (SDOH)

A 2016 study in the *American Journal of Prevention Medicine* found that medical care is responsible for approximately 20 percent of the differences in health outcomes for a population, while the other 80 percent is attributable to social determinants of health (SDOH).

According to the Centers for Disease Control and Prevention (CDC), the social determinants of health are the non-medical factors that influence health outcomes. They are the conditions in which people are born, grow, work, live, and age, along with the wider set of forces and systems shaping the conditions of daily life. As defined by the World Health Organization, these forces (e.g., racism, climate) and systems include economic policies and systems, development agendas, social norms, social policies, and political systems.

First, however, we want to acknowledge the evolving nature of language and to offer the term “social drivers of health,” as referenced in the [Arts on Prescription Field Guide](#), in place of “social determinants of health.”

Social drivers of health (SDOH) are non-clinical factors that affect a wide range of health outcomes and risks, such as housing; food; employment; education; transportation; safety; clean air and water; social, political, and financial capital; and access to arts, culture, and nature.

The Arts on Prescription Field Guide authors have adopted “social drivers” based on research indicating that it is a more accessible term and better emphasizes the dynamic, mutable nature of the factors that impact health (drivers), rather than portraying them as static or fixed (determinants).



# How to Integrate the Arts to Advance Individual and Community Health in Public, Clinical, and Behavioral Health Settings

Integrating the arts into public, clinical, behavioral, and community health settings requires a multifaceted approach that reflects the specific needs and resources of each setting. Below are eight strategies to consider when engaging with artists and the arts to move health priorities forward.



**Re-Emerge and Renew: Artist Residencies for Staff Wellness at Butler Hospital:** Artist Walker Mettling worked with Butler's Healing Arts Coordinator, Wendy Grossman to create original art inspired by an outdoor space at the psychiatric hospital. Staff were invited to screen their own prints on paper or clothing. Other visiting artists shared poetry, musical performances, storytelling, and dance with staff.



1. **Training and Education:** Provide training and education to healthcare professionals on the benefits and techniques of incorporating the arts into healthcare and public health settings. This could include workshops, seminars, and programs focused on creative and expressive art therapies along with other creative interventions. In addition, plan training for how staff can work with artists and for artists to understand how to work with staff and community with care.
2. **Non-Clinical and Clinical Arts-Based Interventions:** Integrate arts-based experiences into treatment plans for patients with chronic conditions, mental health disorders, or behavioral health issues. This could include non-clinical arts-based engagements or clinical creative arts

interventions such as music therapy, dance/movement therapy, drama therapy, and art therapy tailored to meet the needs of everyone.

3. **Expressive and Creative Arts Therapy(s):** Establish Expressive and Creative Arts Therapy programs in clinical settings such as hospitals, mental health clinics, and rehabilitation centers. Employ licensed expressive and creative arts therapists to work with public health program teams to address various public, clinical, and behavioral health issues.



**Therapeutic Music on Rounds for Behavioral Health Patients:** With the help of community partner musician Michael Bresler and RISCA, the Healing Arts program provides educational and therapeutic music interventions for patients admitted to Hasbro Children's Hospital's behavioral health units.

4. **Creative Expression Workshops:** Offer non-clinical creative expression workshops and classes in public health settings such as community centers, schools, and senior centers. These workshops allow individuals to explore different art forms, express themselves creatively, and build social connections.
5. **Art in Public Spaces:** Use public art installations and exhibitions to promote health and well-being in communities. Collaborate with local artists and community organizations to create murals, sculptures, and other artworks that convey messages, such as advocacy, community, identity, resistance, resilience, social change, hope, and unity.
6. **Community Arts Programs:** Support community-based arts programs that engage residents in artistic activities to address public health issues such as substance abuse prevention, mental health awareness, and youth empowerment. These programs can foster community cohesion and empower individuals to take action to improve their health and the health of their communities.
7. **Research and Evaluation:** Provide multiple ways of knowing and understanding, including quantitative and qualitative data along with experiential insights. Research the impact of arts-based interventions on individual and community health outcomes. Collect quantitative and qualitative data on changes in physical health, mental health, social connectedness, and quality of life among participants in arts programs to inform future programming and policy decisions.
8. **Collaborative Partnerships:** Foster collaborative partnerships between healthcare providers, artists, community organizations, government agencies, and other stakeholders to leverage resources and expertise in promoting health through the arts. Pooling resources and sharing best practices can maximize the impact of arts-based initiatives on individual and community health.

## How to Use Framework

To highlight the adaptable and imaginative essence of this artist in residence framework, consider the steps outlined below, and shape them to fit your project's specific demands and rhythm. It is important to be mindful of and sensitive to the partnerships and community relationships you are building. This framework is designed to spark innovation—rearrange and incorporate additional steps as needed, with an emphasis on process over product.

## Getting Started

This framework is outlined in phases to provide both an overview of the approach used in Rhode Island and a step-by-step review of critical considerations, challenges, and successes. Some advice:

- Adapt this framework to meet the needs of your program.
- Research resources including other program examples.
- Get to know your agency partners and their priorities.
- Assess knowledge gaps and biases and then engage in learning opportunities to foster cultural humility and community relationships.
- Create a shared language with definitions around agency work to avoid assumptions and misunderstanding (e.g., What do we mean when we say “arts,” “health,” or “community well-being”?).
- Share the agency and/or collaborating agency's vision and objectives.
- Understand the roles and responsibilities of partners, including funding capacities.
- Identify and understand the purpose of your residency, its process, and potential associated project(s).
- Ideate and innovate on:
  - Final product(s) or project(s),
  - Public or community components, and
  - Artistic rights and license.
- Connect with others who have had successful programs.
- Consider a memorandum of understanding with agency partners and artists with agreed-upon expectations.
- Build in time during the residency to reflect on and review what is working and what is challenging. Make space for listening.
- Determine what type of documentation is required during and at the completion of the program. This may include artwork and photos, written documents, and surveys. Consider what types of informed consent, liability waivers, and/or media releases are needed.



## Anticipate and Embrace Challenges

Recognize and remove barriers that prevent the creative process from unfolding.

- **Building Relationships:** Relationship-building takes time and patience, and involves grappling with cultural and other demographic differences. This work is especially necessary when building connections, trust, and understanding with communities the health agency or artist is not a part of.
- **Funding and Resources:** Securing funding and resources to support arts-based public health initiatives can be challenging, especially when competing with more traditional approaches.
- **Collaboration and Interdisciplinary Communication:** Bridging the gap between the arts and public health sectors requires effective collaboration and communication between professionals from different disciplines. Consider the complexities and understanding of such things as differing terminologies and jargon, varying objectives and priorities, work, cultural and organizational differences, and communication barriers.
- **Evaluation and Measurement:** Assessing the effectiveness of arts-based interventions in public health often involves qualitative measures that may not fit neatly into traditional quantitative evaluation frameworks.
- **Stigma and Perception:** Stakeholders may view arts-based approaches to public health as less legitimate or effective compared to more conventional methods, leading to skepticism and a reluctance to support such initiatives.
- **Access and Equity:** Ensuring that arts-based public health interventions are accessible to all communities, including marginalized and underserved populations, can be a challenge, particularly in terms of resources and infrastructure.
- **Sustainability:** Maintaining long-term support and sustainability for arts-based public health programs may be challenging without a clear funding and governance structure in place.

*“The efforts of the Arts and Health advisory group demonstrate the value of convening an interdisciplinary group of community partners to conduct research to inform and prioritize recommendations for public health policies and practice.”*

*—Stacey Springs, PhD Faculty Fellow  
Swearer Center for Public Service, Brown University*

## Overview

### The Rhode Island Public Health Artist in Residence Program

#### What is a public health artist in residence program?

The Rhode Island Public Health Artist in Residence Program was established through a unique partnership between RISCA and RIDOH to address the social and environmental determinants of health through the integration of the arts, creative art therapies, and health and well-being. Embedding an artist within a public health and human services agency creates an opportunity to drive creative, arts-based approaches that encourage innovation to achieve health equity and attain behavioral and clinical population health goals. The arts have the power to create healthier individuals and thriving communities.

This RISCA- and RIDOH-led program embedded artists within the Rhode Island Department of Health and the Executive Offices of Health and Human Services (EOHHS).



**Community Voices Project:** Melody Gamba, 2022 Artist in Residence, guides youth in multimodal artmaking workshops at the Parent Support Network Northwest Community Center in Rhode Island, inviting them to explore what they may need to thrive personally and within their community.

# Stage I: Agency Planning

## Phase I: Preparing to Welcome an Artist in Residence

### Key areas of focus:

#### Funding and Budget:

- Consider developing a project plan.
- Establish the budget for the program and anticipated expenses, including sources of funding, which might include a braiding of state and federal dollars and in-kind services.
- Detail fees and payments to the artist, including cost of supplies.

#### Program Design:

- Identify key partners (including the leadership team) and their roles and responsibilities.
- Describe the structure and key features of the program.
- Define the scope of work, including project timeline.
- Determine the number of artists to be involved.
- Specify the types of artistic disciplines to be included.
- Decide on the agency and artist ownership of artwork created during the residence.
- Create a memorandum of understanding for partner agencies and artists.

#### Identify Participants:

- Decide who the project participants will be, e.g., agency staff, community partners, the public, and others.

#### Community Connections:

- Does the agency already have community connections?
- Will the project rely on the connections of the artists involved?
- Is the expectation to forge new connections and partnerships?
- Consider the time involved in building these connections: Move at the speed of trust.

#### Eligibility Criteria and Selection Process:

- Define the eligibility criteria for artists participating in the program.
- Outline the selection process for artists and the programmatic team(s).

#### Program Duration and Timeline:

- Determine the duration of the program.
- Develop a timeline for key milestones and activities.



**Application and Selection Process:**

- Plan and outline the application process for artists.
- Detail the selection criteria and outline the process for choosing the artist(s).

**Location and Facilities:**

- Discuss the location for the residency.
- Assess the facilities needed, including accommodation, studio space, and materials.

**Our Epidemic of Loneliness and Isolation 2023****The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community**

*"Loneliness and isolation represent profound threats to our health and well-being. But we have the power to respond. By taking small steps every day to strengthen our relationships, and by supporting community efforts to rebuild social connection, we can rise to meet this moment together. We can build lives and communities that are healthier and happier. And we can ensure our country, and the world are better poised than ever to take on the challenges that lay ahead. Our future depends on what we do today."*

- Vivek H. Murthy, M.D., M.B.A.

19th and 21st Surgeon General of the United States  
Vice Admiral, United States Public Health Service

# Guidelines for 2022 Rhode Island Public Health Artist in Residence Program

6-month residency for professional artists, at least 18 years of age, with experience in bringing creative arts-based approaches to health-based projects and/or settings.

## Sample Artist in Residence Timeline

- RISCA and RIDOH get to know the Executive Office of Health and Human Services (EOHHS) team and organizational priorities.
- Identify the community to be served.
- Community engagement: Specify the constituents to be served.
- Investigation period: Artist works with the team to learn more.
- Determine and understand the subject matter.
- Build consensus.
- Discuss project development in partnership with EOHHS team.
- Review expectations of project completion and post residency reflection.

## Eligibility

- Must be a practicing artist\* (in any discipline) with significant experience applying the arts to health-based projects and/or settings.
- Must be 18 years of age or older.
- May not be enrolled in an arts degree-seeking program or attending high school full time.
- Must have lived in Rhode Island for at least one year at the time of application.
- Must be a legal resident of the United States with a tax ID number (either Social Security or an Individual Taxpayer Identification [ITIN] number). This includes refugees, immigrants, and temporary residents.
- May not be a staff or council member of RISCA or an immediate family member of a staff or council member.

*\*RISCA defines practicing artist as a person who intentionally creates or practices art in any discipline and:*

- Has sought learning or training in the artistic field from any source, not necessarily in formal academic institutions;
- Is committed to devoting as much time as financially feasible to artistic activity; and

- Is or is working toward earning a portion of their income from their art.
- Disciplines include but are not limited to musician, painter, poet, choreographer, teaching artist, ceramicist, storyteller, performer, playwright, sculptor, photographer, wampum artist, printmaker, animator, cartoonist, textile and fashion designer, and filmmaker.

**Successful applicants will:**

- Demonstrate an artistic philosophy that is aligned with the mission and priorities of [RISCA](#), [RIDOH](#), and [EOHHS](#).
- Provide an Arts Experience Summary describing their practical study, training, and experience with portfolio samples.
- Explain why they want to work in residence within Health and Human Services, and what experience they have had working in community service, volunteerism, board participation, or community leadership roles.

**Supporting materials:**

- Current resume/CV.
- Two reference letters of support.
- Minimum of three (maximum of eight) work samples.

**The application process consists of two parts: a written application and an interview.**

- A panel of arts and health professionals review the applications.
- Applicants who have successfully met the application requirements will be invited for an interview with EOHHS program staff and the leadership team of the Rhode Island Arts and Health Initiative.
- During the interview, applicants should be prepared to share examples of their work as it relates to this application and to talk about their artistic philosophy, adaptability, experience, and creative approach in alignment with the health agency's priorities.

*"You can cure an illness, but to heal a person requires the elements of humanistic care, of which the arts are a part."*

*—Dr. Fred Schiffman, MD, Medical Director, Lifespan Cancer Institute*



## Phase II: Call for Artists

### *See Addendum I: Sample Call for Artist*

## **Application/Review Process**

### **Develop Artist Requirements**

- Prioritize artistic integrity and relevance, as well as cultural sensitivity.
- Develop an artist selection process that addresses key questions:
  - Will you use an application or a nomination process?
  - How will you select the review panel? How many panelists are needed, and what criteria will you use?
  - Is the residency open to all candidates or limited to specific individuals?
  - How will you assess and choose the artist for the program?

### **Application Materials**

- Prepare application materials, including forms and guidelines and review criteria.
- Create an online or physical application for artists to submit their materials.

### **Outreach and Promotion**

- Develop a marketing strategy to promote the program and call for artists.
- Identify channels for outreach to ensure broad artist participation.

### **Deadlines**

- Set a deadline for artists to submit their applications.
- Plan at least a 2- to 3-month lead time to allow for communication with a broader pool of applicants, plus ample time for artists to prepare their applications.
- Set a notification date for applicants.
- Determine start and end date of the residency.
- Communicate the deadlines clearly through all promotional channels.

### **Review Committee**

- Determine the panel responsible for reviewing artists' work and assessing their suitability for the artist in residence program.
- Involve relevant stakeholders in the evaluation.
- Determine the composition of the committee and individual roles.

- Training: Plan panelist training for implicit bias and understanding of the review criteria.

### **Application Review Process**

- Implement a thorough artist selection process, considering both artistic and non-artistic criteria. Ensure the chosen artist demonstrates a commitment to public service, possesses the required skills, and understands the collaborating department/state agency.
- Define the process for reviewing and scoring applications. Establish a rubric for the screening process and train relevant stakeholders in evaluation.
- Determine how applications will be evaluated against the eligibility criteria and selection criteria.

### **Notification Process**

- Plan how artists will be notified of their application status.
- Prepare templates for acceptance and rejection notifications.

### **Follow-Up Communication**

- Develop a follow-up communication plan for selected and non-selected artists.
- Provide feedback to artists on request.

### **Logistics**

- Prepare for logistical aspects of the residency (e.g., arranging accommodations and studio space, setting up email, meeting requirements).
- Communicate logistical details to selected artists in advance.

## Stage II: Program Structure – Agency and Artist

### Phase I: Orientation and the Arts Experience

#### **Orientation and Training (staff and artists)**

- Consider logistics, timeline, and expectations.
- Schedule all meetings with the leadership team and community partners.
- Review the contract outlining both the artist in residence and the agency's roles and responsibilities.
- Introduce invoicing and payment procedures.
- Review stakeholder responsibilities and frequency of input.
- Review expectations for the final presentation and impact report.

#### **Plan an Artmaking Experience for Agency Staff**

- Engage agency staff in artmaking experiences to foster team building and an appreciation for art's potential to promote health and well-being.

#### **Project Planning and Proposal Development**

- Research similar artist in residence programs in public health settings to glean insights and best practices.
- Develop a detailed project plan outlining goals, activities, and deliverables.

### Phase II: Artist in Residence Program Implementation

#### **Needs Assessment**

- Undertake a comprehensive needs analysis to pinpoint critical public health concerns and priorities suitable for integration with artistic interventions.

#### **Engagement with Community Stakeholders**

- Organize meetings or workshops with community members, public health professionals, and other stakeholders to gather input and ensure the project aligns with community needs.
- Collaborate with the artist in residence to select the most suitable art medium(s) for the project based on the objectives and target audience.
- Consider project documentation strategies. There are numerous moments during an artist's residency that are valuable and should be captured with photos or videos.



Including various methods of documentation throughout the process is helpful for final reports, advocating for the continuation of the work, proof of impact, and future funding requests. Be mindful, however, to secure the necessary consent through media releases and that the documenting does not make people feel self-conscious or exploited.

#### **Artist in Residence Program Implementation**

- Allocate time and resources for the artist in residence to co-develop artwork(s) that address the identified public health issues in engaging and meaningful ways.
- This project could involve staff, the community, or an ongoing arts experience.
- Implement a cyclical review and reflection process within the project timeline to foster an iterative approach.

#### **Completion of Artist in Residence Program**

- Plan final performance, installation, and/or display (when applicable).
- Coordinate with the public health agency to identify suitable locations for displaying the artwork(s) (if relevant) where they will have maximum visibility and impact.
- Specify who has ownership of the artwork.

#### **Promotion and Outreach**

- Develop a promotional plan to raise awareness about the project and attract visitors to view/discuss the artwork(s).
- Utilize social media, press releases, and other channels to promote and share the project within the community.

Reminder: In this artist in residence program, there may not always be a “final product.” Embrace process over product. Completion is not about reaching a definitive endpoint but rather about achieving predefined milestones and growth.

## Phase III: Evaluation and Impact

### **Evaluation and Feedback Options: Details to consider**

- Monitoring and evaluation framework.
- Methods for assessing the impact of artistic interventions.
- Forms of data collection.
- Success stories and testimonials from previous artists in residence.
- Project reflection.
- Mechanisms for collecting feedback from visitors and stakeholders to assess the effectiveness of the project in raising awareness and promoting public health.

### **Documentation and Reporting**

- Document the process, including challenges, successes, and lessons learned.
- Prepare a report summarizing the outcomes and recommendations for future initiatives.

### **Sustainability Planning**

- Explore opportunities for sustaining the impact of the project beyond its initial duration, such as incorporating artwork into ongoing public health campaigns or initiatives.
- Build long-term partnerships with agencies and the community.
- Research other funding opportunities, preferably multi-year, including internal and external sources. Develop strategies for ensuring program continuity.
- Review and discuss possible replication or scaffolding of the artist in residence program.
- Consider potential expansion to other public health sectors.

### **Closure and Celebration**

- Host an event (public or in-house) to celebrate the completion of the residency and to recognize the contributions of all stakeholders, including the artist in residence and community members.
- Plan an exit or end-of-residence review with the artist(s), agency, and community partners. This should include individual time with the artist to reflect on what went well and the challenges and opportunities that arose during the process. The review can also include surveys and/or conversations with agency and community partners.

## Addendum I: Sample Call for Artists

### 2022 Rhode Island Public Health Artist in Residence Program

We invite practicing artists, at least 18 years of age, with experience in bringing creative arts-based approaches to health-based projects and/or settings to apply for the 2022 Artist Residency at the Rhode Island Executive Offices of Health and Human Services (EOHHS).

This opportunity combines artistic practice and an openness to explore and develop creative solutions to specific public and behavioral health priorities within the context of a health and human services agency. One selected artist will receive a stipend of \$15,000, plus supplies, professional development support, and the opportunity to work closely with the EOHHS staff and community members. During this six-month residency, the artist will identify, create, and carry out one or more projects focused on the Children's Behavioral Health System of Care and/or Overdose, Addiction, and Adult Behavioral Health.

This residency is presented in partnership with the Rhode Island State Council on the Arts (RISCA), Rhode Island Department of Health (RIDOH), and the Rhode Island Executive Offices of Health and Human Service (EOHHS).

The selected artist will be embedded at the EOHHS office in Cranston, RI, and will work from associated community locations for a project period of six months between July 1 and December 31, 2022. The selected artist will work with selected staff within the EOHHS umbrella agencies to create one or more projects that respond to a public and/or behavioral health issue to be identified in collaboration at the onset of the program.

Practicing artists, at least 18 years of age, with a background in developing and providing arts programming for health-based projects and/or settings are eligible to apply. Applicants must be Rhode Island residents at the time of application and throughout the project. Artists in any arts discipline are eligible to apply. The stipend for the residency will be \$15,000, paid by a Rhode Island Arts and Health partner agency throughout the residency. An additional amount up to \$5,000 will be budgeted for supplies and materials. The daily work schedule will be negotiated between the artist and relevant RIDOH/EOHHS staff.

## Addendum II: 2019–20 Public Health Artist in Residence

*“The question I worked with was, what would it mean to do this at the seed level, at the sprout level, at the plant level, and at the forest level? And even so, it was difficult to just plant the seeds. But it created a framework to move toward self-sustained projects.”*

—Jazzmen Lee-Johnson

**Jazzmen Lee-Johnson** – visual artist, scholar, composer, and curator

### RIDOH Public Health Programmatic Goals

- Reconnect refugee youth and their elders with cultural heritage and traditions lost during assimilation.
- Research and depict 400 years of Providence waterfront activity that is still reflected in the rates of asthma in surrounding neighborhoods.

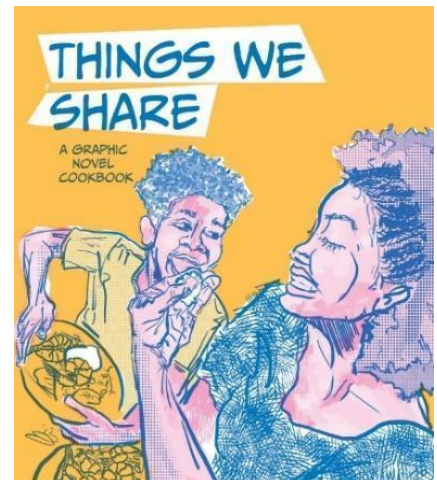
### Community Partners

- [Southside Community Land Trust](#): provides access to land, education, and other resources so people in Rhode Island can grow food in environmentally sustainable ways and create community food systems where locally produced, affordable, and healthy food is available to all.
- [RIDOH Refugee Health Program](#): ensures that refugees and asylees enter a comprehensive system of care that adequately responds to their unique healthcare needs.
- [RIDOH Asthma Control Program](#): reduces overall asthma burden and asthma health disparities in Rhode Island.

### Outcomes

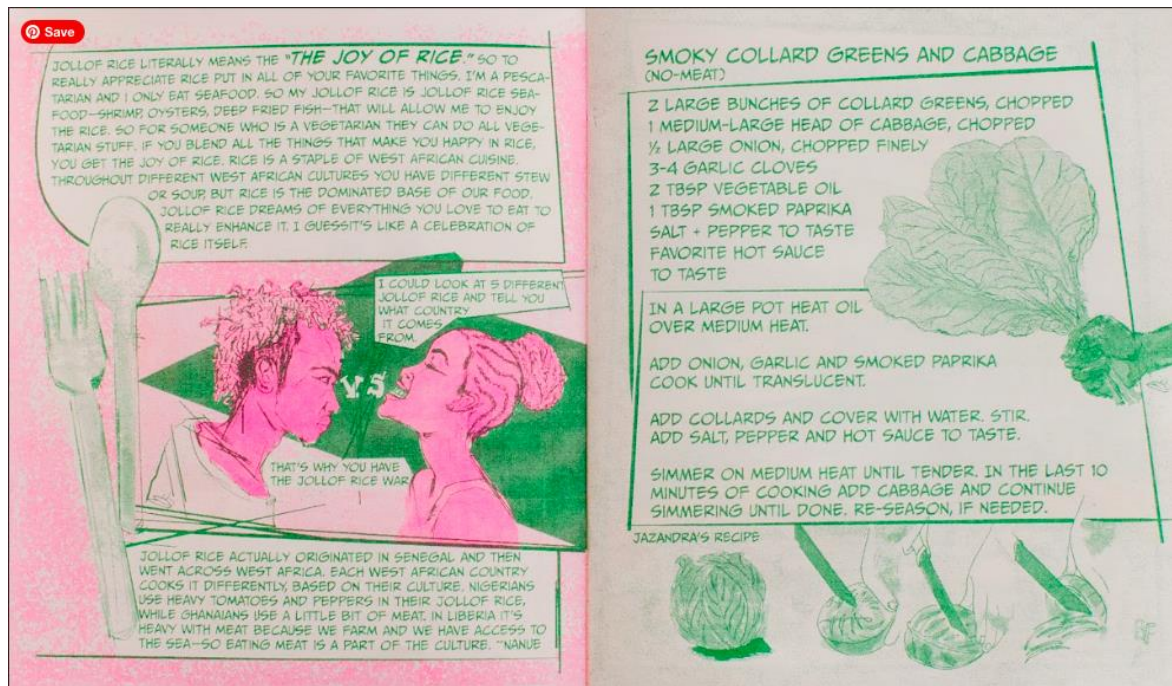
#### ***Things We Share: A Graphic Novel Cookbook***

This collaborative cookbook is a documentation of interviews, stories, recipes, and multicultural cooking and farming traditions connecting refugee youth and their elders through traditions and shared culture. The Southside Community Land Trust, RIDOH Refugee Health Program, and refugee and immigrant youth and their elders collaborated with artist Jazzmen Lee-Johnson to hone interviewing skills, develop illustrations, and learn photography skills and the printmaking process.



Cover of community graphic novel cookbook “**Things We Share.**” Risograph printed at Binch Press in Providence, Rhode Island.





Inside pages of "Things We Share" community graphic novel cookbook with recipes and stories from refugee youth and their elders. Risograph printed at Binch Press in Providence, Rhode Island.



### Breathability Map

A counter-cartography\* process was used to map 400 years of dominant power structures and waterfront. Activities such as redlining, mill waste and pollution, urban settlement and colonialism, psychological warfare on racism, the school-to-prison pipeline, and slavery through molasses, rum, and cotton running were depicted in a final project to underscore the debilitating health effects that historical factors can have for generations. These historical findings were the foundation of this original screen-printed “Breathability Map” by Jazzmen Lee-Johnson.

\*Counter-cartography is a mapping process to create counter-maps that reveal the ways in which official maps often omit valuable information to justify political actions.



Jazzmen Lee-Johnson, “Breathability Map.”  
Medium: 3-layer screen print, Size: 18” x 24.”

### Artist in Residence Impact

#### Innovative Approaches to Health Promotion:

Jazzmen Lee-Johnson brought fresh perspective and creativity to public health initiatives, leading to innovative approaches for health promotion and education.

**Community Engagement:** The artist in residence program facilitated community engagement by involving local community members in public health activities. This fostered collaboration, built trust, and strengthened relationships between the public health department and the communities it serves.

**Increased Awareness and Education:** The artistic projects and events organized through the program helped raise awareness about public health issues and provided opportunities for education and dialogue, helping to dispel myths, reduce stigma, and promote positive health behaviors. It forged a lasting relationship with Southside Community Land Trust, which continues to make community intergenerational graphic novel cookbooks, print them locally, and distribute them at farmers markets, among other venues. The project was also part of a *Washington Post* article recommending [great cookbooks for kids](#).

**Addressing Health Disparities:** The artist in residence program helped address health disparities by amplifying the voices of marginalized communities and addressing social determinants of health through artistic expression. As a platform for storytelling and advocacy, these projects

highlight issues such as the significance of cultural tradition in relation to isolation, environmental justice, and structural inequities and the impacts that can be felt across generations.

**Stress Reduction and Well-Being:** Artistic activities developed for the staff were designed to promote stress reduction, relaxation, and emotional well-being. Creative outlets offer opportunities for self-expression, coping, and resilience-building.

**Capacity Building:** The artist in residence program contributed to capacity building by fostering interdisciplinary collaboration and cultural competency. Flexibility, adaptability, and creative problem-solving in addressing complex public health challenges were encouraged.

**Documentation and Evaluation:** Through artistic projects, we can document experiences, perceptions, and health outcomes in ways that traditional methods may not capture. This qualitative data can complement quantitative measures and inform program evaluation and improvement efforts.



**Jazzmen Lee-Johnson** leads a screen-printing workshop for staff at Rhode Island Department of Health.

## Adaptations and Reflection

Just as the project began, schools closed, social-distancing practices took hold, and quarantining and isolation came into play. The participants needed to reflect, reevaluate, and redirect. The project became much smaller, and a team from Southside Community Land Trust helped organize the interviews. Other emerging artists brought the stories and recipes to life.

The artist had her community's health amid a global pandemic at the forefront of her mind—aware that traditional foods and healing are crucial to our well-being. One of our most powerful medicines and forms of self-care is food.

The book invites readers to discover flavors, journeys, and lessons from Angola, Congo, Ghana, Cape Verde, Alabama, Burundi, Liberia, and, of course, Rhode Island. Some of the ingredients and recipes speak directly to healing the body through food and herbal remedies—resources that are even more important today as immigrants and communities of color were hit hardest by COVID-19.

## Addendum III: 2022-23 Public Health Artist in Residence

*“[The Public Health Artist in Residence Program] ... changed the way in which we think about strategic partnerships and how we have authenticity in the ways in which we engage our community partners on challenges facing our health and human services systems.”*

*—James Rajotte, Director of Strategy and Innovations, EOHHS*

**Melody Gamba** – dance artist, educator, licensed mental health counselor, and board-certified dance and movement psychotherapist

### **RIDOH Public Health Programmatic Goals**

The selected artist was embedded at the Rhode Island Office of Health and Human Services (EOHHS) in Cranston, RI, as well as in the field at associated community locations for a six-month residency. The artist worked with selected staff within the EOHHS umbrella agencies to identify, create, and carry out projects that respond to the following EOHHS priorities:

- Children’s Behavioral Health System of Care: Centering our community and providers around a culturally competent national model for a “system of care.”
- Overdose, Addiction, and Adult Behavioral Health: The Governor’s Overdose Prevention and Intervention Task Force is a statewide coalition of professionals and community members whose mission is to prevent overdoses and save lives.

### **Community Partners**

- **Parent Support Network of Rhode Island:** a group of parents, family members, transition age youth, and adults with behavioral health lived experience who are committed to supporting and assisting peers and working with statewide and national partners to empower children, youth, families, and individuals through dynamic supports, education, and advocacy to prevent abuse and neglect; reduce disparities; and progress toward universal health, wellness, and recovery.
- **Dorcas International:** an organization dedicated to cultivating an inclusive community for immigrants and those seeking refuge by providing integrated services, fostering cross-cultural understanding, and nurturing strong partnerships.



## Outcomes

### Community Voices

The 2022 Artist in Residence Melody Gamba worked directly with RISCA, RIDOH, and EOHHS. Through partnership building and community artmaking, the artist deepened her understanding of behavioral health and substance use challenges within the community.

This project focused on using community artmaking to explore one of the EOHHS' core values: VOICE. The EOHHS defines the term as "ensuring that the voices of our communities are heard and respected without assuming we know what is best. Intentionally involve community members in programs and policies from the onset and purposefully ask 'What is needed?' throughout the process. Create a new balance of power by committing to transparency, accountability, and partnerships." This goal was shared with Gamba during her initial planning phase by the EOHHS artist in residence team.

Building on this theme, she invited community members to engage in shared artmaking that explores the impact behavioral health and substance use have on them and their broader community, while simultaneously celebrating the strength of the human spirit. The artmaking led to a community discussion that provided feedback on current programs and policies while asking, "What is needed?" Throughout this process, the community voices were centered. The completed community art piece has been housed in the lobbies of RISCA, RIDOH, EOHHS, and the Parent Support Network of RI Scituate location. In addition, the information gathered from the community was shared with the EOHHS team, serving as a first step to reimagine a balance of power that prioritizes transparency, accountability, and partnerships.

### **"Connect to self, Connect to others" — Dorcas International, Providence, RI, 2023**

As part of the 2022 Arts and Health Artist in Residency Program, the community artmaking prioritized stress reduction and self-care; staff members engaged in self-expression through artmaking. The staff found the art-based mindful moment meaningful and helpful in identifying their needs and ways to thrive in their community.

**Dorcas International staff** participate in meditative artmaking workshops with artist Melody Gamba.



**“What’s Your Spinach?” — Parent Support Network of RI Scituate Center, Scituate, RI, 2023**

The artmaking was inspired by community discussions with Parent Support Network of Rhode Island (PSNRI) staff in collaboration with the 2022 Artist in Residence. In support of the PSNRI mission of providing family and individual peer support for emotional, mental, and/or behavioral health challenges, Lauren Brooke-Yattaw (PSNRI, behavioral health education specialist, and peer recovery specialist), PSNRI staff, and Gamba co-created “What’s Your Spinach?” Inspired by the cartoon Popeye, youth participants aged 4 to 16 were invited to explore what helps them be their best selves through artmaking. Pulling from Andy Warhol’s iconic pop art of Campbell’s Soup cans, they connected each artist’s handmade design to create this collaborative piece (currently on display at RISCA, RIDOH, and EOHHS).

The original individual artworks were returned to the artists. This project utilized art to build community

among the staff at the new PSNRI Scituate Center while providing space for youth to be creative in how they share their power and passion. Collaborative artmaking served as a first step in building trust and a way to reimagine a balance of power that prioritizes transparency, accountability, and meaningful partnerships, and how policies and practices are created, cultivated, and carried out. The arts can transform the lives of individuals and communities, contributing to health, well-being, and overall resilience.



**Multiple youth artists (ages 4-16), “What’s Your Spinach?”**  
Medium: Scanned originals, eco-solvent print with clear coat finish, mounted to Dibond, Size: 48”x 60.”

### Artist in Residence Impact\*

The post-project feedback and reflection highlight the profound impact of art-based approaches on health and wellness, emphasizing the importance of holistic education, stigma reduction, and global citizenship. This resonance acted as a catalyst for the Parent Support Network to expand its healing arts programming, establishing a foundation for its growth and expanded impact. Additionally, the project's success facilitated securing additional grant funding through the RISCA Arts and Health Grant program, bolstering support for the initiative.

To further champion this work, there is a pressing need for increased funding, inclusive policies, and community support. Key recommendations for the continuation of the artist in residence program include fostering community cohesion through organized meetings, engaging leaders in policy discussions, and expanding client participation. The community-engaged art project reinforced the significance of community service and interagency collaboration while underscoring the necessity of qualitative feedback and proactive health initiatives for long-term systemic change. Other suggestions for improvement include establishing centralized information systems and optimizing program scheduling for enhanced coordination and participation.

*"I was able to explore new ways of approaching and working on projects. It also allowed me to value the process more and not approach a project with an end goal in mind."*

*—Kilah Walters-Clinton, Director of Race, Equity, and Community, EOHHS*

### Themes that emerged from those engaged in the 2022 Artist in Residence Program include:

**Exploration and Innovation:** Participants embraced new approaches to project work, emphasizing the importance of exploring innovative methods rather than focusing solely on predefined outcomes.

**Value of Process:** There was a collective recognition of the significance of the process itself, shifting away from a goal-oriented mindset to appreciate the journey and the learning it entails.

**Community Connection:** Engagement in the arts facilitated a deeper sense of connection with others who share a belief in the transformative power of the arts in fostering healthier communities. Participants acknowledged the healing benefits of artistic engagement and its ability to provide a voice for community members.

**Authentic Partnerships:** The project prompted a reconsideration of strategic partnerships, emphasizing the need for authenticity and genuine engagement with community partners to address challenges in health and human services systems effectively.

**Staff Validation:** Participants recognized and affirmed the efforts and achievements of team members, which fostered a sense of connection to others who believe in the transformative power of the arts to help build healthy communities. The staff addressed obstacles and difficulties encountered in the workplace, while acknowledging the therapeutic benefits of engaging in the arts.

**Support System:** The project established a network of assistance and resources to aid staff members in overcoming challenges and leveraging the unique voice the arts provide to diverse communities.

**Stress Reduction:** Strategies were identified and initiatives implemented to alleviate workplace stress and promote well-being among staff, while recognizing the importance of the arts in community recognition and expression.

#### **Future recommendations include:**

**Continued Engagement:** Participants expressed a desire for the program to last longer, noting that they were just beginning to make progress, developing relationships, and building trust, and they would have liked to expand the work to other agency locations.

**Extended Residency Period:** Participants felt the six-month time limit was too short. Extending the duration of the residency would provide more time for participants to share outcomes and insights with staff, as well as to integrate community artmaking processes into the agency more effectively. This would allow for a more comprehensive and sustainable approach to the program's goals.

*\*Artist in residence impact, themes that emerged, and future recommendations are from project feedback and reflections from participant and stakeholder surveys and discussions.*

*“With a growing body of evidence that participating in and enjoying the arts can help people cope, exercise their agency, develop their abilities, build community and bring moments of joy, our vision is to lead a Healing Arts revolution that improves the physical, mental, and social well-being of millions of people worldwide.”*

*—Christopher Bailey, WHO Arts & Health Lead*



## Addendum IV: Artistic Forms and Arts Participation\*

Creative expression allows for the flexible adaptation and blending of various mediums and approaches, offering boundless opportunities to foster community engagement, reduce feelings of isolation, and enhance well-being. Each form and approach offer multiple pathways for artistic expression, meaningful engagement, and the establishment of connections within communities. In addition, it is essential to take into consideration an artist's experience and impact on the community they will be working with and the chosen art forms to help achieve the public health goals.

**The following list of art forms provide examples but is not intended to be definitive:**

**Visual Arts:** Painting, Drawing, Sculpture, Photography, Graphic Design

**Performing Arts & Music:** Theater, Dance/Movement, Performance Art, Improvisation

**Literary Arts:** Poetry/Spoken Word/Prose, Creative Writing, Storytelling, Playwriting & Screenwriting

**Media:** Film & Video, Animation, Digital Illustration, Video Art, Interactive Installations

**Community Engagement Participatory Arts:** Collaborative Murals, Gamification, Community Workshops, Public Art Installations, Participatory Storytelling, Socially Engaged Artmaking

With growing understanding and evidence of how the arts enhance our health, community well-being, and overall resilience, thoughtful reexamination and studies are being done to describe the multitude of art forms or disciplines. Thoughtful consideration is underway on how we may acknowledge a more expansive range of creativity along with ways we engage or participate in arts in support of individual health and promoting thriving communities.

In 2022, the One Nation/One Project (ONOP)—a national initiative designed to engage the arts to strengthen the social fabric of communities in the United States on the heels of the COVID-19 pandemic—launched a study to create a new definition for arts participation to guide its research on outcomes and impacts of arts participation in 18 U.S. cities. This study sought to establish a more inclusive definition of arts participation.

In 2024, ONOP introduced a new definition for “arts participation” with two sections. The first section defines modes, or ways, in which people engage with the arts. It includes participation by makers, collaborators, audiences, observers, and others. The second section includes various art forms intended to frame the arts broadly and inclusively. These modes and forms span a spectrum of participation from creating to actively experiencing to observing the arts. For more information about the research, and the complete list of modes and art forms, read the [ONOP Research Brief #1, February 2024](#).

## Addendum V: Glossary

**Arts and health** is an umbrella term that refers to arts in health, arts in medicine, and arts in healthcare.

**Arts in health** refers to the field dedicated to using the power of the arts to enhance health and well-being in diverse institutional and community contexts. (Definition provided by National Organization for Arts in Health.)

**Arts in public health** refers to professional artists practicing in collaboration with public health professionals or communities to enhance population health through wellness and prevention. This includes addressing the social determinants of health as well as the upstream drivers of health inequities. (Definition provided by Center for the Arts in Medicine, University of Florida.)

**Arts in healthcare or arts in medicine** are multidisciplinary fields dedicated to transforming the healthcare experience by connecting people with the arts and artists' practices in the healthcare environment.

**Behavioral health** describes the connection between behaviors and the health and well-being of the body, mind, and spirit. Behavioral health looks at how behaviors impact someone's health, both physical and mental.

**Creative arts therapists** are human service professionals who use distinct arts-based methods and creative processes for the purpose of ameliorating disability and illness and optimizing health and wellness. Treatment outcomes include, for example, improving communication and expression, and increasing physical, emotional, cognitive, and/or social functioning. They are distinct from professional artists because of differences in their qualifications and licensing/certification. (Definition provided National Coalition of Creative Arts Therapies Associations, Inc.)

**Creative arts therapy** is a therapeutic intervention that uses artistic endeavors or mediums, such as music, poetry, dance, and drama, to facilitate communication and emotional expression, enhance self-awareness, and foster health and change. Examples include [art therapy](#), [dance/movement therapy](#), [drama therapy](#), [music therapy](#), and [poetry therapy](#). (Definition provided by American Psychological Association.)

**Expressive arts therapy**, as defined by the [International Expressive Arts Therapy Association \(IEATA\)](#), is a combination of "the visual arts, movement, drama, music, writing and other creative processes to foster deep personal growth and community development. IEATA encourages an evolving multimodal approach within psychology, organizational development, community arts and education. By integrating the arts processes and allowing one to flow into another, we gain access to our inner resources for healing, clarity, illumination and creativity." To better understand the differences between creative and expressive arts therapies, read [this article from Psychology Today](#).

**Cultural competence** is loosely defined as the ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own. (Definition provided by American Psychological Association.)

**Cultural humility** is the process of continuous self-reflection and discovery to recognize the limitations of one's own cultural perspective and to build honest, trustworthy relationships. (Definition provided by National Institutes of Health.)

**Cultural awareness and sensitivity:** Cultural awareness is having the knowledge of the existence of multiple cultures with different attitudes and worldviews, while cultural sensitivity is the acceptance of those differences and recognizing that one's own culture is not superior. (Definition provided by National Institutes of Health.)

**Cultural relevance** is the ongoing process of understanding how various group values, beliefs, attitudes, and traditions influence cultures; learning about personal and communal factors that shape behavior and roles; acknowledging power and privilege differences; and using this knowledge to work effectively with everyone.

**Health professionals** are trained and qualified to provide healthcare services to individuals, families, and communities. Health professionals include doctors, nurses, pharmacists, therapists, and others who work in various healthcare settings to promote, maintain, and restore people's health and well-being. They are dedicated to diagnosing and treating illnesses, preventing diseases, and improving overall health outcomes.

**Health**, as defined by the World Health Organization, is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

**Non-clinical** refers to patient care supports that do not provide direct diagnosis, treatment, testing, or care for a patient.

**Participatory arts engagement** involves learners who participate in the artmaking, not just observe a presentation of the art form by the teaching artist. Projects must be experiential and focus on the exploration of art and the artistic process.

**Public health** refers to all organized measures (whether public or private) to prevent disease, promote health, and prolong life among the population as a whole. Its activities aim to provide conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases.

**Social determinants of health (SDOH)**, as defined by the World Health Organization, are the non-medical factors that influence health outcomes. They are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies, and political systems. SDOH have an important effect on health inequities, which are the unfair and avoidable differences in health status seen within and between countries.

## Addendum VI: Resources

### [Rhode Island Arts and Health Plan](#)

The Rhode Island State Arts and Health Plan was created by the Rhode Island State Arts and Health Advisory Group comprised of artists, educators, health professionals, and other stakeholders. This plan outlines policy, practice, and research recommendations for advancing the integration of arts and health in our state. Through the implementation of the recommendations, stakeholders are poised to effect innovative change in the following focus areas: patient care, education, community well-being, healing environments, and care for caregivers.

### [Leveraging Partnerships in the Arts to Strengthen Public Health Webinar](#)

In 2022, the National League of Cities and the National Assembly of State Arts Agencies convened local and state leaders from Rhode Island to discuss how artists, in collaboration with governments, can meaningfully impact health outcomes in communities. In this free webinar, learn how your community can leverage partnerships in the arts to strengthen public health. The discussion features practitioners with experience implementing programs at the intersection of arts and health—and is especially pertinent for public-sector leaders and administrators looking for innovative community health solutions.

### [Creating Healthy Communities through Cross-Sector Collaboration](#)

This white paper frames the value of the arts and culture for advancing health and well-being in communities, presenting the views of more than 250 thought leaders from the public health, arts and culture, and community development sectors; over 500 national field survey participants; and a review of arts and public health literature.

### [World Health Organization: What Is the Evidence on the Role of the Arts in Improving Health and Well-Being?](#)

This is the first report by the World Health Organization that provides insight into evidence-based research supporting arts and health interventions. This Health Evidence Network synthesis report maps the global academic literature, referencing over 900 publications, including 200 reviews covering more than 3,000 further studies.

### [Arts on Prescription: A Field Guide for US Communities](#)

This collaborative field guide offers a road map for communities to develop programs that formally integrate arts, culture, and nature resources into local health and social care systems. Arts on prescription programs allow healthcare providers and social service agencies to “prescribe” arts activities, cultural experiences, and time in nature to support their patients’ or clients’ health, well-being, and quality of life.

### [Four Big Ways to Improve Health through the Arts](#)

Grounded in Dr. Tasha Golden’s research and practice at the intersection of arts and public health, this model shows four domains in which the arts can impact health: direct benefits, improved data, awareness and education, and political and sociocultural change.



### [Your Brain on Art: How the Arts Transform Us](#)

This book and interactive website by Susan Magsamen and Ivy Ross, co-directors of the Neuro Arts Blueprint, highlight how the arts and aesthetic experiences measurably change the body, brain, and behavior, and how this knowledge is translated into practices that advance health, well-being and learning.

### [Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General’s Advisory on the Healing Effects of Social Connection and Community \(2023\)](#)

This report from the U.S. surgeon general outlines the importance of social connection for individual health as well as on community-wide metrics of health and well-being, and, conversely, the significant consequences when social connection is lacking.

### [Why Cross-Sector Collaboration Now: Arts and Health for Social Cohesion](#)

A policy brief by the National Assembly of State Arts Agencies and the Cross-Sector Artists in Residence Lab presents a survey of current opportunities, examples, and paths forward through cross-sector collaboration, with an emphasis on health and social connection.

### [Municipal Artist Partnerships](#)

The Americans for the Arts program, A Blade of Grass, and Animating Democracy formed a partnership to create this guide with the support of an Our Town grant from the National Endowment for the Arts. This is a “relationship guide” to forging strong and sustainable creative partnerships between local governments and artists.

### [The Power of Arts and Culture: One Water Partnerships for Change](#)

Today’s water challenges require new ways of thinking and collaborations beyond the sector. “Advancing One Water Through Arts and Culture: A Blueprint for Action,” published by the US Water Alliance in 2018 details how artists and water leaders are already collaborating and inspires new cross-sector capacity for One Water innovations.

### [Arts Engagement as a Health Behavior: An Opportunity to Address Mental Health Inequities](#)

The significance of mental health inequities globally is illustrated by higher rates of anxiety and depression among racial and ethnic minority populations as well as individuals of lower socioeconomic status. With rising mental health concerns, arts engagement offers an accessible, equitable opportunity to combat mental health inequities and impact upstream determinants of health. As the field of public health continues to shift its focus toward social-ecological strategies, the social-ecological model of health offers an approach that prioritizes social and structural determinants of health. To capture the impacts of arts engagement, this paper creates an applied social-ecological model of health while advocating for engaging in the arts as a protective and rehabilitative behavior for mental health.

### [Arts for Everybody: One Nation/One Project Research Briefs](#)

Through critical participatory, qualitative, quantitative, and arts-based methods, the One Nation/One Project research team focuses on the relationships between arts participation and health in communities across the United States.

## Addendum VII: Artist in Residence Programs

- [Healing Arts at Lifespan, Rhode Island](#): Lifespan’s Healing Arts Program has earned recognition as part of the worldwide movement to enrich and enliven the hospital environment through the arts. Their programming fosters creative expression for adults and children coping with illness or injury to promote improved health and well-being. Artists are an integral part of patient and staff care at four partner hospitals.



**“Painting Trees” / Behavioral Health Unit workshop at Rhode Island Hospital with artist Monique Rolle-Johnson, August 27, 2024. Funded in part by RISCA’s Arts and Health Grant.**

Participants were encouraged to create trees using color to reflect their emotional state. Blending techniques were applied to create land and sky with impasto technique using dry brush and sponges to depict tree leaves and canopy.

At the end of the workshops, participants remarked on how all the tree paintings were life-like and yet captured each person’s unique experiences.

The image (above right) is by a patient who said she chose not to paint leaves on her tree, because she was expressing a desire to free herself from anything that was weighing her down emotionally at this point in her life. She saw leaves as symbolic of weight and emotion.

- [One Nation/One Project \(ONOP\)](#): a national arts and health initiative designed to activate the power of the arts to repair the social fabric of our nation and heal our communities. This initiative brings together artists, local governments, and community health providers to foster equitable recovery and improved health in communities across the United States. The initiative was launched in 2023 in 18 cities, including:
  - [City of Providence Department of Art, Culture, and Tourism/Housing Authority](#)
  - [Chicago Arts & Health Pilot for Creative Workers: A Pathbreaking Initiative to Integrate Arts into Community Wellness and Support Artists to Gain Health Training](#)
- [Boston Artist in Residence](#): a residency program in which artists partner with city departments to reimagine a more creative and equitable Boston.
- [NYC Public Artist in Residence](#): a municipal residency program that embeds artists in city government to propose and implement creative solutions to pressing civic challenges.
- [TimeSlips](#): an evidence-based approach to “creative care” that brings joy to elders and their care partners by infusing creativity and meaning-making into care relationships and systems.
- [State Level Transportation Artist in Residence Programs](#): Smart Growth America launched the concept of artists in residence in transportation agencies with leaders of the Minnesota and Washington state departments of transportation. The program sought to use a creative approach to advance the agencies’ goals to reduce congestion, promote economic vitality, support multimodal transportation systems, and create healthier communities.