

Arts Experience 2:

HealthRHYTHMS® Drumming with John Beck
1:15-1:30



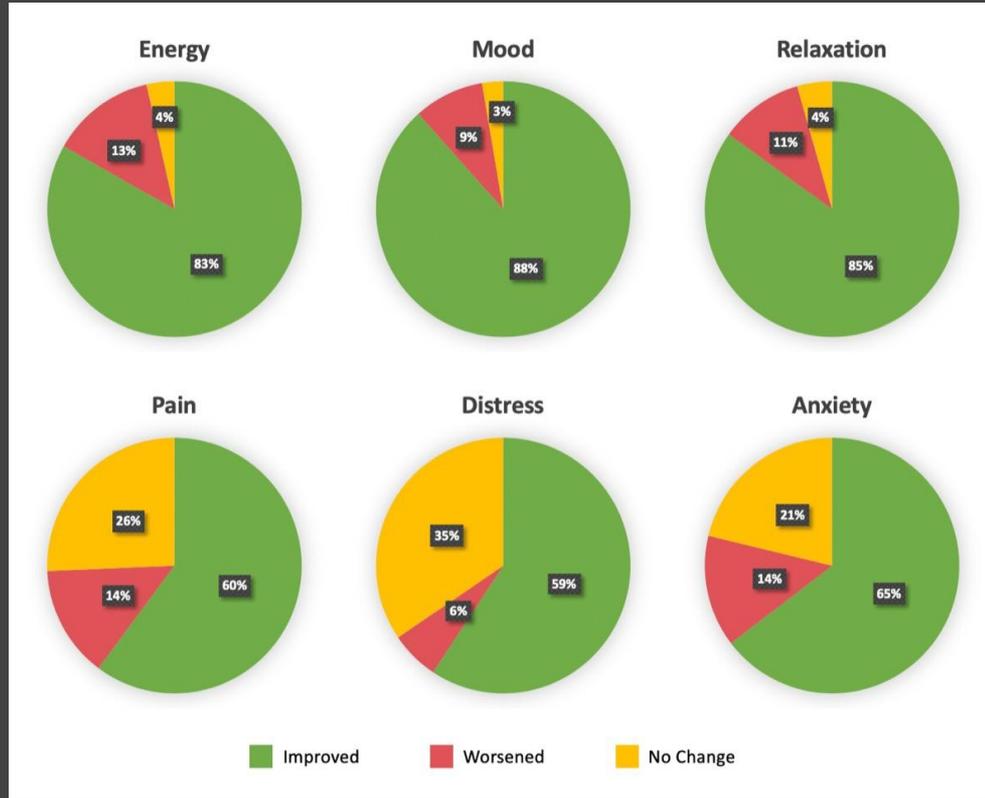
John R. Beck

Professor Wake Forest University and Emeritus Professor University
of North Carolina School of the Arts

HealthRHYTHMS group empowerment drumming



Research data with stem cell transplant recipients at Baptist Hospital



Why music works



**Evaluating Success:
From Partnership to Policy
1:30-2:45**



Marcel Foster, MPH
CEO & Co-Founder, Performance Hypothesis, LLC



Evaluating Success: From Partnership to Policy

Arts, Health Care, and Humanities in Action: A Symposium

Wake Forest University

February 13, 2026

www.performhy.com/



Agenda

Introduction - Marcel Foster, MPH

Laurel Donley, MS

Sarah Wilbur, PhD

Allison Calhoun, MS

Sudha Shreeniwas, PhD

Christina Hugenschmidt, PhD

Ana Iltis, PhD

Discussion & Questions

01

02

03

04

05

06

07

08



Questions for Panel:

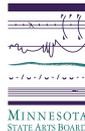
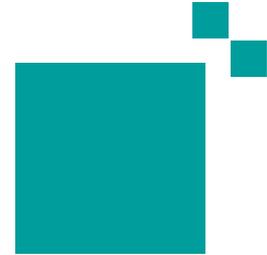
1. How does your current position allow you to promote arts-based practices related to health?
2. What networks and opportunities outside of the university have you worked with and what policies do you imagine could support this work?

CHLOE '25
ALEXANDER

PERFORMANCE HYPOTHESIS

Introductions

- **About us:** Performance Hypothesis was founded in 2021 with the mission to harness the impact of the arts to uplift health & well-being
- **Clients:** We work with healthcare centers, universities, municipalities, government agencies, foundations, artists, and arts organizations to advance this vision
- **Work:** Evaluation, Research, Consulting, Convenings





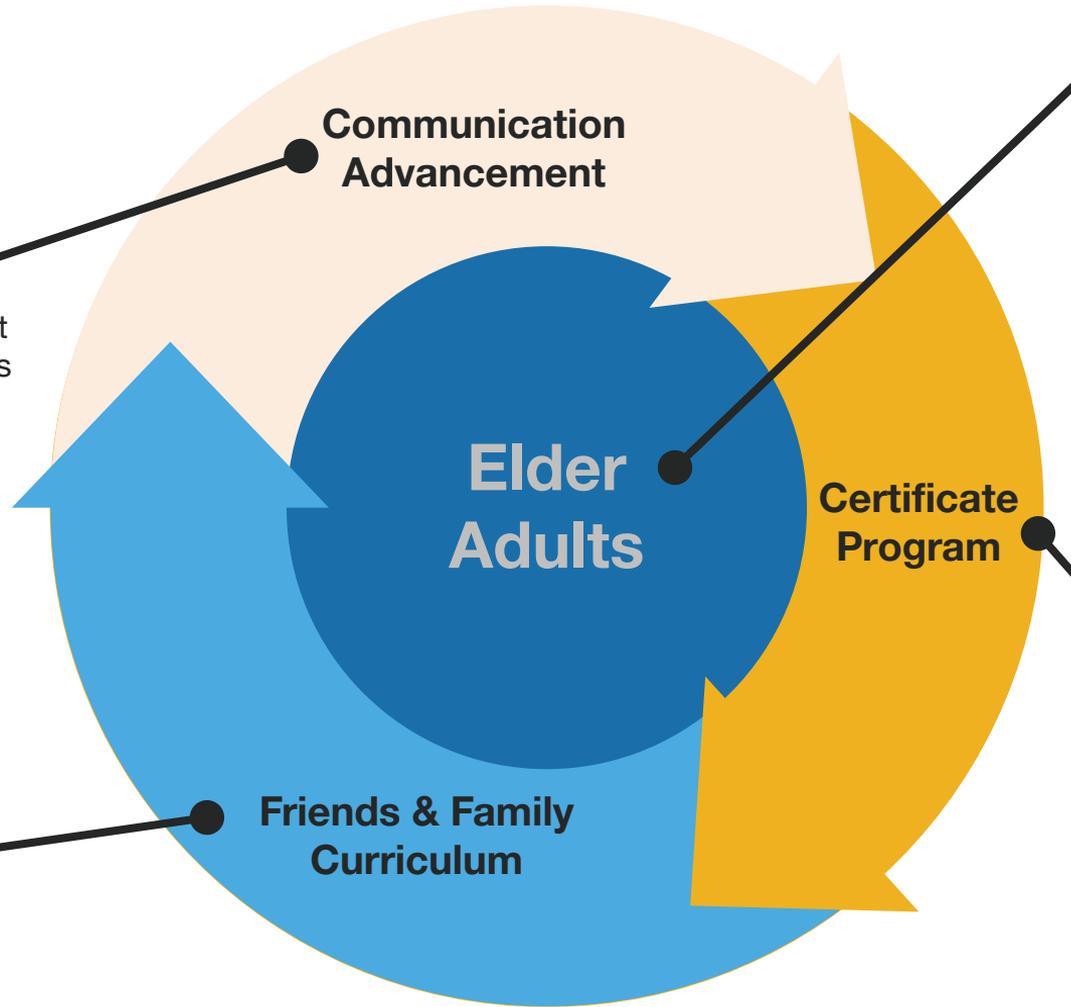
Case Study

- **About:** A non-profit organization that uses creative storytelling techniques to improve the lives of elders with memory loss
- **Work:** Focuses on facilitators (e.g., caregivers, friends, and family) who use the technique to meaningfully engage in dignified and joyful conversations with elders
- **Project:** In 2022, Performance Hypothesis was contracted to create a survey that the hundreds of facilitators who use this technique nationally could answer to gauge the impact of the technique on their experiences.



Innovating our collective understanding of elder engagement through collaborations with stalwart elderly services (e.g., Meals on Wheels) as well as university students

Free curriculum provided to anyone who desires to use groundbreaking methods to create meaningful moments of connection with their elder friends and family



Communication Advancement

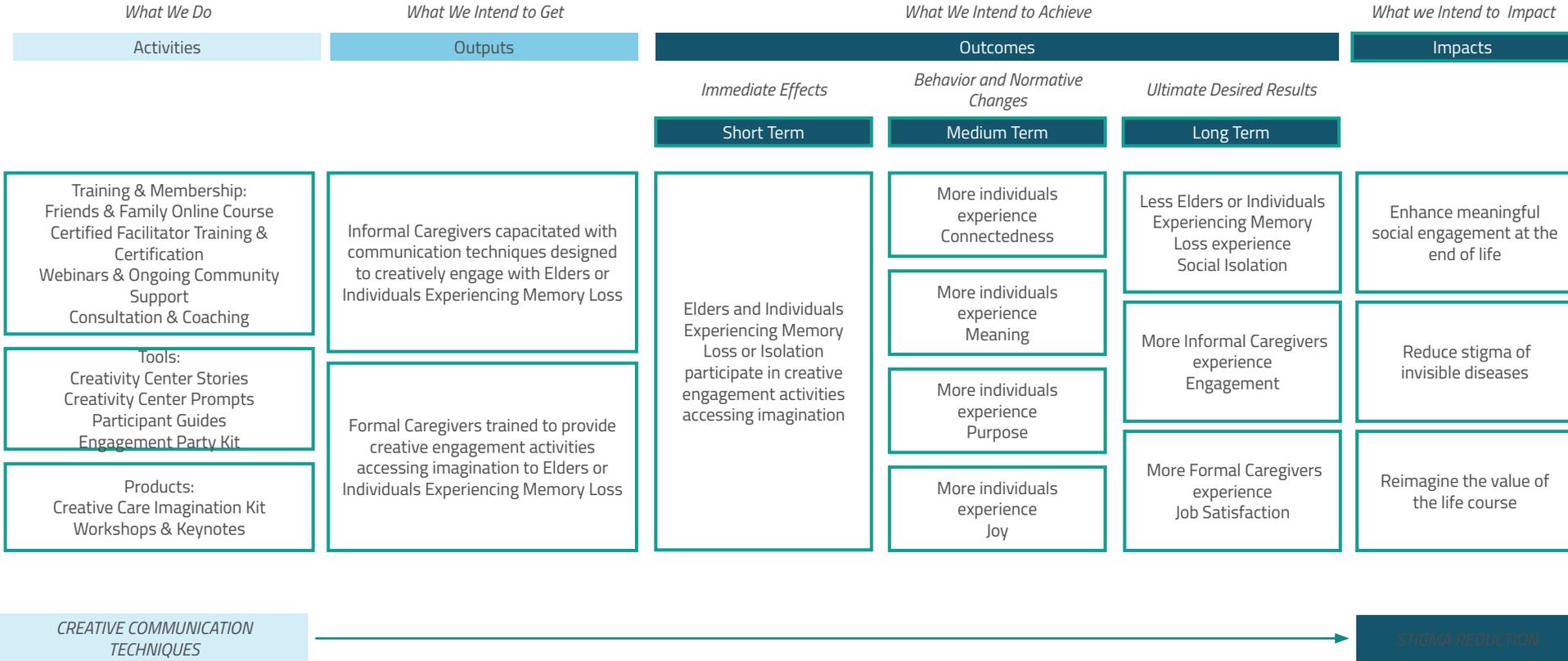
At the center of it all, with the focus to imagine, using words, sounds, movements and images

Certificate Program

Empowering paid caregivers with creative engagement and community building techniques, which in turn, advances aging services programs and aids freelance creatives new opportunities to share their gifts

Friends & Family Curriculum

Timeslips – Logic Model



TIMESLIPS MISSION: BRINGING MEANING & PURPOSE INTO THE LIVES OF ELDERS THROUGH CREATIVE ENGAGEMENT

Timeslips – Due Diligence

CONSTRUCT

TIMESLIPS PARTICIPANTS

	Storytellers	Friends & Family Curriculum Participants	Professional Caregivers Certificate Holders	Communications Advancement
Connectedness	<ul style="list-style-type: none"> •BASQID •CMS Screening Tool •Harvard Flourishing (Close Social Relationships) •UCLA Loneliness Scale •WEMWBS 	<ul style="list-style-type: none"> •BASQID •CMS Screening Tool •Harvard Flourishing (Close Social Relationships) •UCLA Loneliness Scale •WEMWBS 	<ul style="list-style-type: none"> •BASQID •Harvard Flourishing (Close Social Relationships) •UCLA Loneliness Scale •WEMWBS 	<ul style="list-style-type: none"> •BASQID •Harvard Flourishing (Close Social Relationships) •UCLA Loneliness Scale •WEMWBS
Joy	<ul style="list-style-type: none"> •Emmons •SOFI •Watkins 	<ul style="list-style-type: none"> •Emmons •SOFI •Watkins 	<ul style="list-style-type: none"> •Emmons •SOFI •Watkins 	<ul style="list-style-type: none"> •Emmons •SOFI •Watkins
Meaning	<ul style="list-style-type: none"> •Harvard Flourishing (Meaning & Purpose) •Steger Quote 	<ul style="list-style-type: none"> •Harvard Flourishing (Meaning & Purpose) •Steger Quote 	<ul style="list-style-type: none"> •Harvard Flourishing (Meaning & Purpose) •Steger Quote 	<ul style="list-style-type: none"> •Harvard Flourishing (Meaning & Purpose) •Steger Quote
Purpose	<ul style="list-style-type: none"> •Boyle Purpose in Life •Harvard Flourishing (Meaning & Purpose) •Mak Purpose Scale 	<ul style="list-style-type: none"> •Boyle Purpose in Life •Harvard Flourishing (Meaning & Purpose) •Mak Purpose Scale 	<ul style="list-style-type: none"> •Boyle Purpose in Life •Harvard Flourishing (Meaning & Purpose) •Mak Purpose Scale 	<ul style="list-style-type: none"> •Mak Purpose Scale

Timeslips – Draft Surveys Based on Due Diligence

CONSTRUCT	TIMESLIPS PARTICIPANTS			
	Storytellers	Friends & Family Curriculum Participants	Professional Caregivers Certificate Holders	Communications Advancement
Connectedness	Engaging in TimeSlips activities helps me feel closer to other people.	How have TimeSlips techniques affected your ability to share quality time with with the Elder or Person Experiencing Memory Loss that you care for?	How have TimeSlips techniques affected your ability to connect with the Elders and People Experiencing Memory Loss that you care for?	(Testing will inform the singular question)
Purpose	N/A	Engagement with TimeSlips techniques provides me with an improved sense of direction in my life. Engagement with TimeSlips techniques provides me with an improved sense of purpose in my life.	Engagement with TimeSlips techniques provides me with an improved sense of professional direction. Engagement with TimeSlips techniques provides me with an improved sense of purpose.	N/A
Joy	I have thought, felt, or acted joyful <u>for myself</u> while engaging with TimeSlips techniques. I have thought, felt, or acted joyful <u>for others</u> while engaging with TimeSlips techniques.	I have thought, felt, or acted joyful <u>for myself</u> while engaging with TimeSlips techniques. I have thought, felt, or acted joyful <u>for others</u> while engaging with TimeSlips techniques.	I have thought, felt, or acted joyful <u>for myself</u> while engaging with TimeSlips techniques. I have thought, felt, or acted joyful <u>for others</u> while engaging with TimeSlips techniques.	(Testing will inform the singular question)
Meaning	N/A	<i>Indicate to what extent you believe that engagement with TimeSlips techniques improves the relationship between you and the Elder or Person Experiencing Memory Loss that you care for?</i>	<i>Indicate to what extent you believe that engagement with TimeSlips techniques improves relationships that better everyone involved.</i>	N/A

MEASUREMENT = LIKERT SCALE FOR ALL QUESTIONS

1 2 3 4 5
Not At All Somewhat Greatly

Timeslips – Finalized Survey

1. When using TimeSlips, I experience an increased sense of connection with my Storyteller(s).
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
2. When using TimeSlips, I observe an increased sense of connection amongst my Storyteller(s) and others (myself included).
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
3. When using TimeSlips, I experience joy while engaging with my Storyteller(s).
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
4. When using TimeSlips, I observe a sense of joy from my Storyteller(s).
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
5. When using TimeSlips, I observe a sense of joy between and amongst the Storyteller(s) and other elders in the room (if you only work with one Storyteller, please choose “NA”).
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always; NA
6. As a result of using TimeSlips, I feel like I’m making a difference in someone else’s life.
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
7. As a result of using TimeSlips, I have an increased sense of purpose in my caregiving work.
1-Almost Never; 2-Rarely; 3-Sometimes; 4-Often; 5-Almost Always
8. While this survey is requesting feedback from our facilitators, we want to better understand the impact on our Storytellers. Please share your observations about the Storyteller(s) while engaging with TimeSlips programming. All observations are welcome, especially those which express connectedness, purpose, and joy.
(Text field)
9. Please share any additional thoughts or feelings that you have related to the impact of TimeSlips in your caregiving work.
(Text Field)

94%

of TimeSlips facilitators responded
“often” or “almost always”

“I **experience joy** while
engaging with my
storytellers.”

The logo consists of the letters 'P' and 'H' in white, positioned inside a dark grey square. The 'H' is slightly larger and more prominent than the 'P'.

PH

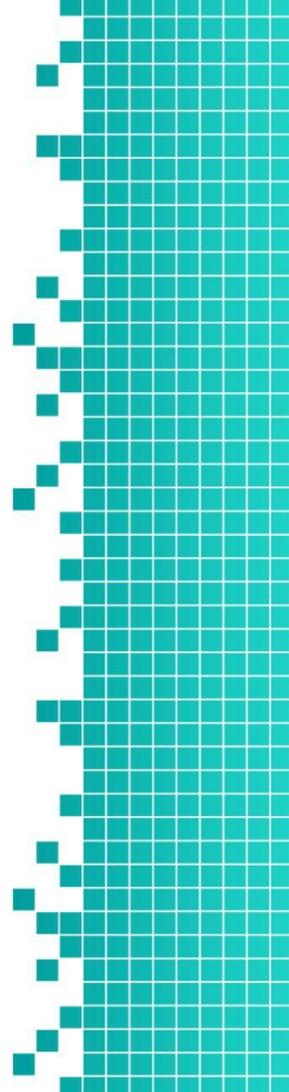
91%

of TimeSlips facilitators responded
“often” or “almost always”

“I observe an **increased sense of connection** among storytellers and others (myself included!)”

The logo consists of the letters 'P' and 'H' in white, with the 'H' being slightly larger and positioned to the right of the 'P'. They are set against a dark grey square background.

PH



95%

of TimeSlips facilitators responded
“often” or “almost always”

“I have an **increased sense
of purpose**
in my caregiving work.”

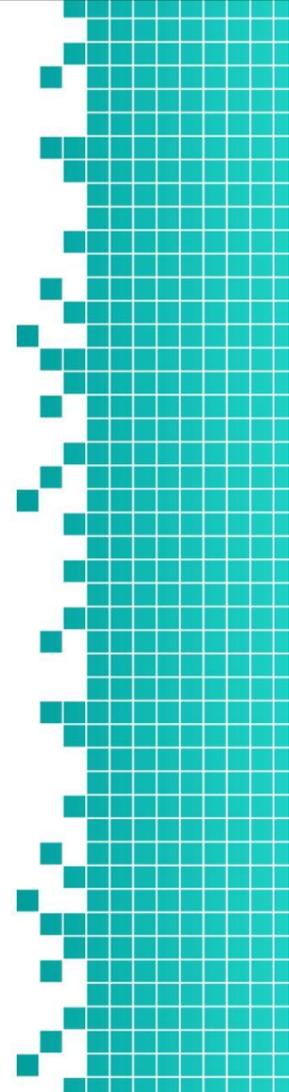
The logo consists of the letters 'P' and 'H' in white, positioned to the left of a teal square. The teal square contains a white grid pattern, which is part of a larger decorative element on the right side of the slide.

PH

95%

of TimeSlips facilitators responded
“often” or “almost always”

**“I observe a sense of joy
from my storytellers.”**



PERFORMANCE
HYPOTHESIS

From Case Study to Policy Implementation

CHLOE '25
ALEXANDER



HEALING ARTS | ATLANTA

Jameel Arts & Health Lab | PERFORMANCE

7-11 OCTOBER 2024

I appeal to all of you to get into this great revolution that is sweeping this nation. Get in and march in the streets of every city every day until the banner of this nation until true

JOHN LEWIS
CIVIL RIGHTS ICON



Jameel Arts
& Health Lab

PERFORMANCE

IMPACT

- 12 Events at 12 different locations
- 1,000+ Attendees
- 56 policymakers engaged
- 3 policies advanced with —

City of Atlanta City Council
Fulton County Commissioners
GA House of Representatives

7-11 OCTOBER 2024



Three women are smiling and holding signs. The woman on the left is wearing a green blazer over a white top. The woman in the middle is wearing a black blazer over a white shirt and has a name tag that reads "NEW BONDFIELD UNIVERSITY". The woman on the right is wearing a black blazer over a white top and has leopard print glasses. They are holding signs that read "HEALING ARTS ATLANTA".

HEALING

ARTS

ATLANTA



HEALTH INSURANCE COVERS YOUR MENTAL HEALTH
IT'S NOW THE LAW

FIGURING OUT HOW TO GET HELP CAN BE OVERWHELMING
Visit GeorgiaMentalHealth.com for more information and links to resources to make finding and getting help easier.



Contact the 988 Suicide and Crisis Lifeline if you are experiencing mental health-related distress or are worried about a loved one who may need crisis support. Call or text 988 or chat at 988lifeline.org

 Arthur M. Blank Family Foundation
This campaign is made possible thanks to generous funding from the Arthur M. Blank Family Foundation.

GEORGIA IS #1 IN MENTAL HEALTH CARE ACCESS
MORE SUPPORT FOR MENTAL HEALTH

MAKE MENTAL HEALTH INCLUSIVE

PEOPLE'S REPORT

OUR LAW

THE CARTER CENTER

THE CARTER CENTER

GA House Resolution 1007

Arts & Mental Health

39 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES that
40 the members of this body acknowledge the essential role of artists, arts organizations, art
41 therapists, and arts for health initiatives in supporting recovery from trauma, addressing
42 mental health concerns and conditions, building community resilience, and increasing public
43 safety.



Questions for Panel:

1. How does your current position allow you to promote arts-based practices related to health?
2. What networks and opportunities outside of the university have you worked with and what policies do you imagine could support this work?

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University Perspective and Contributions

Panel discussion #4



Laurel Donley
Vice Provost of Student Affairs, UNCSCA

ARTS + WELLNESS



Feeling Anxious, Stressed, or Burned Out?

Art Pharmacy can help to support your mental health and well-being.

Discover free, fun ways to feel better—through creativity, culture, and connection.

What is Art Pharmacy?

A free program connecting students to arts & culture activities—like painting, music, theatre, and museums—to reduce stress & anxiety, feel more connected, and improve mood.

Community Partner Network Includes:



Ready to Start?

Scan to learn more and talk to your Wellness Center provider today.



Got Questions? | 833-278-4325 | care@artpharmacy.co

In typical social prescribing models, a health care provider prescribes non-clinical social activities to enhance a patient's health or address a health need. **Here's how it works at Art Pharmacy:**



REFERRAL

A Prescribing Partner completes an online referral for a patient who is a good fit. Art Pharmacy reaches out to the patient to enroll them in the program. Now they're a member.



CARE NAVIGATION

A specialized Care Navigator connects the member with smart-matched community engagements. They obtain tickets for the member, help with logistics of attending, and serve as an accountability partner.



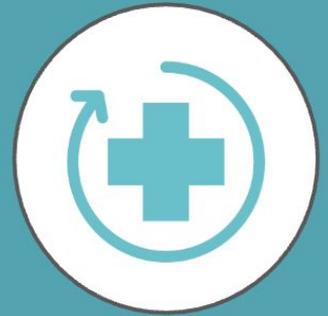
PARTICIPATION

The member enjoys their community engagement specifically chosen for its therapeutic benefits and the member's personal preferences. Members can participate in a new engagement each month.



FOLLOW-UP

The Care Navigator monitors the member's progress, utilizing clinically-validated scales. If additional support or a higher level of care is needed, the Care Navigator can escalate to get additional support.

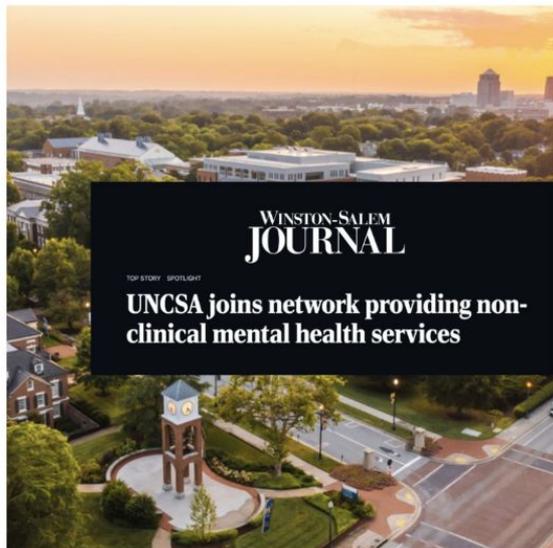


REFILL

At the end of a year, the member's prescription ends. They are eligible for continued access by visiting their provider again for a refill.



ARTS + WELLNESS



Fall Term Snapshot

Engagement

75%

Referred students who became Art Pharmacy members

67%

Student members scheduled/attended an engagement

83%

Attendance rate at scheduled events

Arts & Cultural Activities

96

Students were offered almost 100 engagement options

32

Art & culture organizations have become community partners

Chief Complaints

67% Depression
67% Social Isolation
33% Anxiety





Sarah Wilbur, M.F.A., Ph.D.

Associate Professor of the Practice of Dance and Theater Studies

Director of Graduate Studies in Dance

Duke University



Movement is the Method: Dancing Inroads to Creative Care (2026-2027)

Cultivating and Arts & Health Workforce

TEAM LEADERS

- Sarah Wilbur, Arts & Sciences: Dance



I enter this conversation as part of a generation of (dance) artists increasingly invited into arts-based wellbeing work.

Inaugural theatrical production of "TimeSlips" written by Anne Basting, Gulgün Kayim, dir. (1999)





25+ years facilitating adaptive dance/movement programs for adult populations in clinical, congregate, and residential care contexts alongside clinical and care professionals.

When artists enter interprofessional care teams, slippages abound!

Motown in Motion (2021-)
Adult Day Health Program
Durham Center for Senior Life





Movement is the Method: Dancing Inroads to Creative Care (2026-2027)

- Leverages Duke's MFA to advance arts/health workforce development - "earn and learn" model
- Arts & Health Mentors and Fellows paid to design and implement adaptive dance programming (six sites)
- Artists, graduate and undergraduate students co-operate with clinical and community co-investigators
- Research findings addresses wellbeing and flag barriers to sustainability (economic, cultural, institutional)
- GOAL: convince university and health investors that redistributive care requires redistributive resources (!)

An accessible, humanistic, and creative care curriculum requires a shared commitment to:

- Re-defining “mastery” and “success” beyond terms that health investors and legislators use and understand,
- De-programming habits and hierarchies that stall mutual understanding within interprofessional care teams,
- Accounting for artists’ economic wellbeing as a stipulation of their involvement
- Demanding fair wages, optimal labor conditions, and workplace benefits (like health care!) seldom addressed in current arts and health advocacy and credentialing efforts

THANK YOU!

SARAH.WILBUR@DUKE.EDU



Allison Calhoun, MS
Clinical Assistant Professor, Winston-Salem State University



Neuroplasticity and Brain Activation

Artistic engagement activates multiple brain regions, fostering neuroplasticity essential for recovery.

Emotional Engagement and Motivation

Artistic engagement increases client motivation, feelings of meaning and purpose, and psychological investment in daily life routines.

Physical Therapy Benefits

Rhythmic movement and music driven exercises improve coordination, balance, and strength.

Occupational Therapy Benefits

Enhanced fine motor skills, upper-extremity function, stamina and visual spatial abilities; Enhanced memory, attention, and problem solving.



*Therapeutic Value of the Arts:
Why Should OT/PT Prescribe?*



How Can Arts-Based Practices Be Promoted to Enhance Health?

GRADUATE LEVEL EDUCATION

REACHE: *Rams Employment and Community Health Equity Clinic*

- Student-run, faculty facilitated
- Next generation of OT/PT workforce learning how to incorporate arts-based engagement into treatment plans

NETWORKS OF COLLABORATION

Community-based organizations contributing to collaborative, holistic service delivery

- Student fieldwork experiences
- No silos!

POLICY: SHIFTING MINDSETS

Understanding Context

- “A means and an end”: Meaningful life participation
- Documentation and Reimbursement





Sudha Shreeniwas, PhD

Professor of Human Development and Family Studies, University of
North Carolina – Greensboro

Arts on Prescription for older adults: views of key informants

Presented at: The Arts, Healthcare, and Humanities in Action Symposium
13th February 2026

S. Sudha, Dept. of Human Development & Family Studies, UNC Greensboro

Research supported by (1) The National Endowment for the Arts, (2) the University of North Carolina Greensboro



How do we get there?

“Social prescribing may help with that tipping point of understanding among the general population that, like thinking about when you're going to get your exercise in this week, you should think about when you're going to be creative this week, because like exercise, it's good for us, it has health benefits.”

– US based researcher

Arts on Prescription is an aspect of social prescribing, where a healthcare professional identifies that a patient has needs rooted in the social determinants of health and prescribes their participation in an appropriate community program.

The medical prescription often validates the activity.

AoP is different from art therapy.

Methods: In-depth interviews with key informants

45 individual in-depth interviews with key informants.

- **11 in the UK, 11 in Canada, 1 in Denmark, 22 in the USA**

12 arts administrators/providers or teaching artists;

8 healthcare providers;

2 health insurance company workers;

7 link workers, social workers, or supervisors of those groups;

2 older adult arts participants;

3 older adult health center administrators;

11 policy experts and/or academics.

Participants did not speak on behalf of their organizations.

They spoke from professional experience and expertise.



To incorporate AoP into the US healthcare system

1. Develop a strong evidence base on the preventive and curative benefits of AoP

- strong research design, common outcomes, dosage and duration, mechanisms of impact, all types of arts participation, program design and delivery, diverse participants, older adults

2. Concerted dissemination efforts

- to educate healthcare practitioners; incorporate into health profession training programs; convince healthcare administrators; persuade health insurance companies to cover; motivate policy makers

3. AoP program funds are required for

- community health workers / link workers / navigators with local expertise to connect patients with programs
- funding for community arts programs and participants

As in other countries, separate funding streams for healthcare visits and prescriptions are not needed.

4. Research and programs need to take into account diverse cultures, viewpoints, and accessibility for those marginalized from healthcare systems.



Christina Hugenschmidt, PhD

Rebecca Shaw Professor, Director – Memory Counseling Program,
Associate Professor – Gerontology and Geriatrics, Wake Forest University School of Medicine

Kicked out of ballet classes at age 11

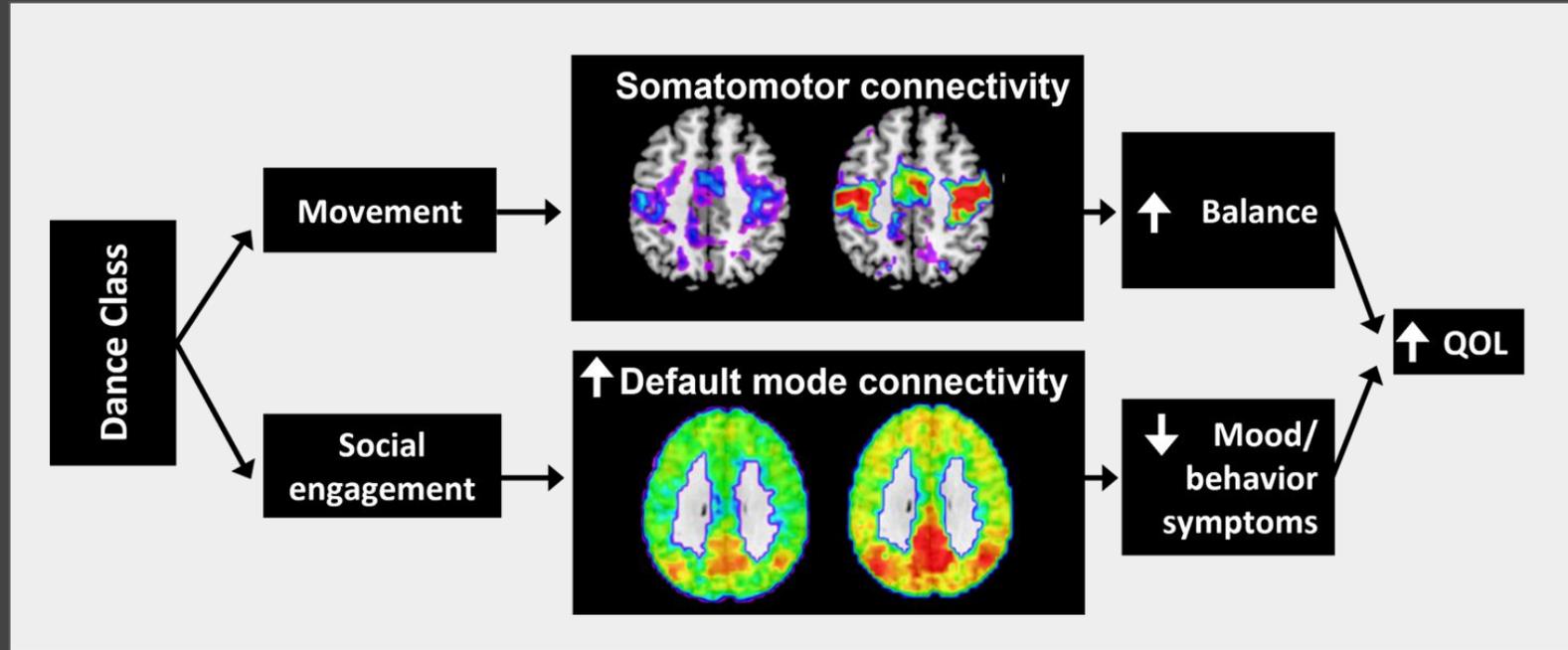
Participant with Parkinson disease before and after 7 weeks of improvisational dance



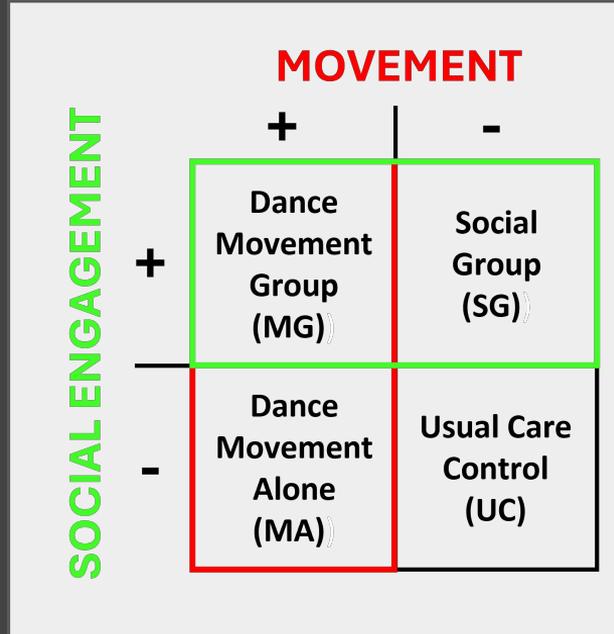
BEFORE

AFTER

Our initial conceptual model: Movement + Social Engagement = Improved QOL in People with AD



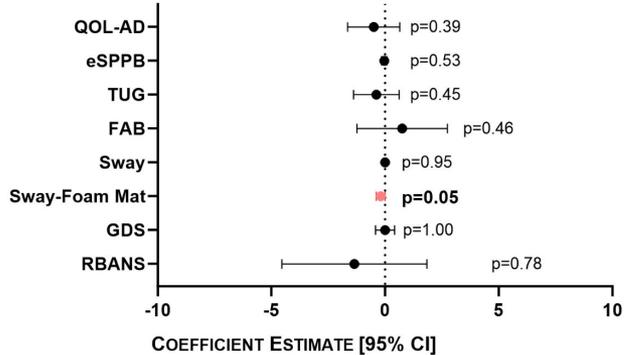
IMOVE: Main Outcomes



IMOVE: Main Outcomes

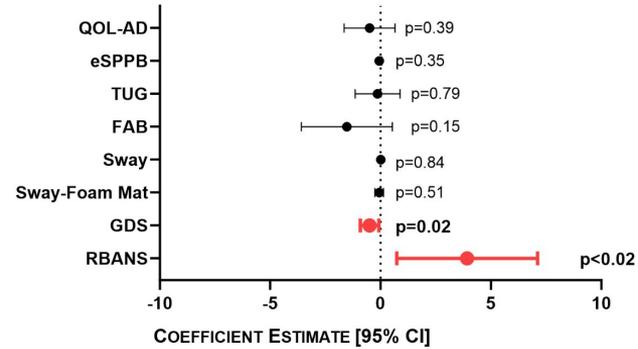
		MOVEMENT	
		+	-
SOCIAL ENGAGEMENT	+	Dance Movement Group (MG)	Social Group (SG)
	-	Dance Movement Alone (MA)	Usual Care Control (UC)

A. MOV MODEL 1



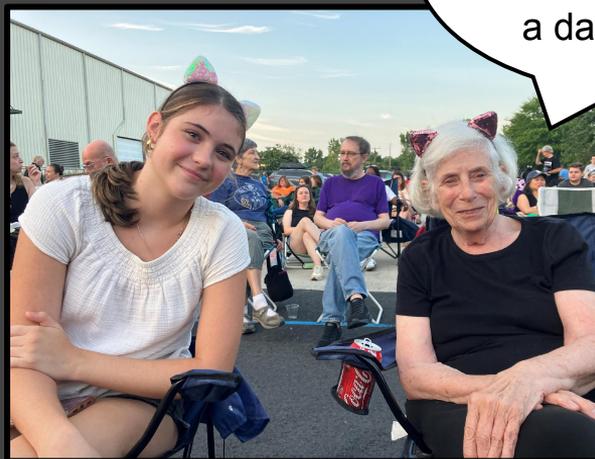
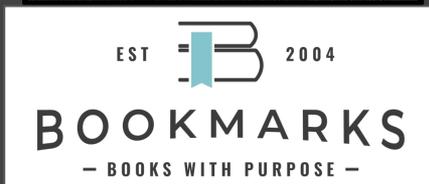
Dance movement in a group or alone slightly improved postural sway

B. SOC MODEL 1



The social component of improvisational arts-based intervention improved cognition and mood.

What's data got to do with it?



How many times a week should I dance if I can find a dance class?



Community Partnership + Policy

frontiers | Frontiers in Aging

TYPE Brief Research Report
PUBLISHED 17 June 2025
DOI 10.3389/fragi.2025.1448293

Check for updates

OPEN ACCESS

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Effects of an intergenerational Kindermusik class on stress and affect in older adults with dementia and their caregivers: a pilot study using ecological momentary assessment

Amber Thro¹, Phyllis Babcock², T. Lee Covington³, Kelly Green⁴, Carol Penney^{3,4}, Jason Fanning^{5†} and Christina E. Hugenschmidt^{1*†}

¹Gerontology and Geriatric Medicine, Wake Forest School of Medicine, Winston-Salem, NC, United States; ²Atrium Health Wake Forest Baptist Winston-Salem, NC, United States; ³Senior Services, Inc., Winston-Salem, NC, United States; ⁴Kindermusik International, Greensboro, NC, United States; ⁵Department of Health and Exercise, Wake Forest University, Winston-Salem, NC, United States



Community Partnership + Policy

Policies that could support this work:

- Frameworks
- Funding





Ana Iltis, PhD

Professor, WFU Department of Philosophy; Carlson Professor of University Studies
WFU Humanities Institute Interdisciplinary Faculty Seminar: The Arts, the Humanities, and Health Care in Action;
Director, Center for Bioethics, Health, and Society at Wake Forest University

Faculty Seminar on the Arts, Humanities, and Healthcare in Action

Humanities Institute Faculty Seminar

Diverse Disciplinary Backgrounds

Research, Teaching, and Practice:

- Integrate arts or humanities
- Community Partnerships

Three Examples

Combat Veterans - Oral History: Cyndi Briggs and Brook Davis



MUSE
WINSTON
SALEM

Park Planning: Art and Science: Cal Garrett



NIB

Narrative Inquiry in Bioethics

A JOURNAL OF QUALITATIVE RESEARCH



- Case studies
- Qualitative and Mixed Methods Research
- Narrative Education Reports
- Narrative Symposia**
 - Personal stories
 - Commentaries
- Voices

Discussion
Guides

