A CROSS-DISCIPLINARY ADAPTATION: THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND COUPLE COMMUNICATION

by

ANNA GLENN AUMAN

(Under the Direction of Patricia Hunt-Hurst and Jerry Gale)

ABSTRACT

This cross-disciplinary, qualitative pilot study presents the development and testing of the Home Lifestyle Assessment (HLA). The HLA, a unique client assessment tool adapted from the field of marriage and family therapy, includes a written portion of nine demographic questions, 66 verbally administered questions, and two interactive drawing activities. Three case studies with premarital couples were conducted to test the assessment and yielded positive results. Results demonstrate how the HLA elicited new types of designer-client conversations about home and lifestyle background, while also engaging both partners in the discussion. Additionally, use of the HLA increased communication about the home environment between partners and between the couple and the interior designer. The results provide implications for practice, pedagogy, and future research.

INDEX WORDS: Interior Design, Marriage and Family Therapy, Programming, Assessment, Communication, Couples, Home, Lifestyle, Pedagogy, Case Study

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CHAPTER 1

INTRODUCTION

Interior designers strive to provide creative solutions for enhancing the function and aesthetic appeal of interior space, with attention to the physical and social context of the space and an aim to meet the needs of clients through promotion of health, life safety, and welfare within the interior built environment (National Council for Interior Design Qualification, 2004). Interior design is a broad industry made up of specialized facets including work in a variety of building types such as homes, hospitals, and hotels. The industry also produces specialized types of designers focusing on sustainable design, universal design, and kitchen and bath design. Residential interior designers focus on homes and meeting the needs of the family systems living within the home. The U.S. Bureau of Labor, in 2012, notes that employment in the interior design industry as a whole is projected to increase by 19 percent between 2010 and 2020. As the industry continues to grow and develop, interior designers will face new challenges in meeting the demands of their clients.

Informed by the research literature and theoretical frameworks from the disciplines of Human Development and Family Science and Family Therapy, the researcher in this study demonstrates ways in which cross-disciplinary collaboration and resource adaptation may further inform the work of residential interior designers, enabling designers to meet the challenges brought about through working closely with couples and families.

Statement of Problem

The Great Recession of 2008-2009 put a halt on the building industry and continues to affect the interior design industry as consumers face tightened budgets and controlled consumption (American Society of Interior Designers, 2010). However, the 2012 American Society of Interior Designers (ASID) State of the Industry report notes that interior design performance has experienced a recent rebound, evident predominately in residential remodeling. As consumers spend less, they may choose to take on more personal responsibility and do-it-yourself (DIY) projects. Rosenburg (2011) argues that the rise in lifestyle media and DIY amateur home renovations results in increased circulation of non-expert knowledge, especially evident on the Internet. Rosenburg also suggests that, "experts frequently down-play their expertise to encourage viewers to undertake the DIY practices they are demonstrating at home, to blur-but never remove-the distinction between expert and layperson" (p.181). Although perhaps more knowledgeable, these DIYers do not consider themselves experts, but may be identified as being engaged in a form of "serious leisure" (Rosenburg, 2011). The impact of both the economy and the DIY movement on interior designers is significant, seemingly diminishing the necessity of skills that interior designers offer. In order to continue to prosper post-recession in an information-based society, interior designers must expand expertise, making a strong case for the value of their services. In this pursuit, designers must deepen their body of knowledge through broadening their understanding of client needs and seeking to develop unique solutions that meet the deeply rooted needs of each client.

One skill emphasized in the interior design profession is communication. Design projects begin and end with solid communication skills. In his book, *Environmental Psychology for Design,* David Kopec emphasizes that understanding leads to better communication, which in

turn leads to more appropriate design solutions that best meet the client's needs (2012). The researcher in this study proposes that interior designers have the opportunity to achieve more in-depth client assessment and communication through better understandings of family systems and lifestyles within the home. Through cross-disciplinary reference, designers may be able to adapt pre-existing assessment tools for application during the programming or predesign research phase. This phase of the design process incorporates questionnaires and interviews seeking to identify the desires and needs of each client. In an effort to increase in-depth conversations revealing valuable information between designers and their clients, cross-disciplinary exploration reveals potential for adaptation of the family genogram, an informal client assessment tool used by many clinicians working with couples and families in order to map patterns across family history and life events. Genograms are used in clinical settings to provide "tangible, graphic representations of complex family patterns" (McGoldrick, Gerson, & Petry, 2008, p.2). Genograms have been adapted for use in clinical, medical, and family assessment settings. Adapting the genogram format as a method for mapping how family history and life events influence perceptions, emotions and values related to home design and lifestyle within the home may be beneficial in eliciting more in-depth information to better assess and address client needs and desires in residential interior design.

The existing literature lacks extensive research on the programming phase of interior design, creating a gap in availability of resources related to different types of designer-client communication and information gathering. While the importance of the programming phase of design is briefly highlighted in educational materials, professional practice resources, and scholarly journals the literature does not cite specific methods for gathering in-depth client information addressing home and lifestyle background and personal history. Adding new

resources to the practice of residential interior design may encourage critical reflective practices, creating powerful avenues for conversations about family and home history, and the ways in which family and personal experiences within the built environment influence the client's desires, needs, and understanding of space.

Revisions to the *Interior Design Profession's Body of Knowledge* (Guerin & Martin, 2010) reveal updated definitions and emphasis on the attention to health, safety, and welfare in the practice of interior design. Through increased understanding and discussion about each client's personal and family history, the designer may better attend to the client's health, safety, and welfare needs. This research discusses study procedures and reveals ways in which cross-disciplinary resource adaptation may lead to new, more in-depth types of pre-design conversation. A new client assessment tool, referred to as the Home Lifestyle Assessment, was developed and piloted in this study as a resource to benefit both the interior designer and the couples with whom they work. This assessment tool aims to aid interior designers in developing a more personalized understanding of each client's desires and needs, while simultaneously enabling partners within the couple to better understand one another's values and perceptions about their home. Obtaining new types of information and knowledge about clients may inform the design decisions made by both the designer and the client, reflecting attention to health, safety, and welfare within the home.

Objective

This study included the development and application of a client assessment tool (referred to as a Home Lifestyle Assessment) to be used in the programming and predesign research phase of residential interior design. Through the development of a tool adapted through cross-disciplinary exploration, the author aims to provide members of the industry with a resource

contributing to the improvement of the programming and predesign research phases. The assessment tool, referred to as the Home Lifestyle Assessment (HLA), aims to encourage new topics of conversation and critical reflection promoting increased communication and interaction between the designer and client as well as between partners. The purpose of the HLA is to explore the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment. This study and development of a new assessment tool aims to benefit all participants involved in the residential design process through a trickle down affect: first addressing interior design educators and practicing residential interior designers and then benefiting clients as a result of increased in-depth communication and personalized design solutions.

This study addresses the following research objectives (ROs):

(1) How to effectively adapt the genogram from the field of marriage and family therapy for use by residential interior designers.

(2) How or to what degree personal background and life experience influence home and lifestyle values and design preferences.

(3) How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer

a. How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.
b. How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Rationale

This study aims to expand the literature in the area of in-depth designer-client programming assessment and conversation. As noted in the review of literature, communication plays a significant role in the success of a design solution. As designers face the post-recession economy, a growing DIY movement, and more knowledgeable consumers they must demonstrate expert status by expanding and improving their knowledge base and skill development. Through adaptation of a client assessment resource from the field of marriage and family therapy, this study demonstrates the benefits of cross-disciplinary collaboration and resource adaptation in strengthening interior designers' work.

Subjectivity Statement

A subjectivity statement provides information about the researcher and clarifies the way in which the researcher's education, unique experiences, and potential for bias affect the study as a whole. This statement is written in first person, as it is a personal statement given by the researcher.

As a Master of Science graduate candidate studying Sustainable Interior Environments, I am intrigued by the various meanings and understandings of sustainability within an array of contexts. The University of Georgia and the College of Family and Consumer Sciences offers graduate students a unique opportunity to provide collaborative services to the community in an

interdisciplinary therapy setting, the ASPIRE Clinic. I believe that offering blended services aids in creating sustainable family lifestyles and environments, therefore meeting present needs without compromising the needs of future generations. After working in the ASPIRE Clinic at the University of Georgia as a Home Design Service Provider for two years, I am inspired by the ways in which service providers collaborate and adapt resources from other disciplines to fit their own discipline. I have collaborated with Marriage and Family Therapists as well as Financial Counselors and aim to find application for cross-disciplinary practices. My four-semester experience in the ASPIRE Clinic afforded me opportunities to observe therapy sessions behind a two-way mirror, exposed me to new literature and theories in family therapy and financial planning, provided opportunities for collaboration with faculty in multiple departments, and ultimately enabled me to obtain 21 credits and four semesters of practicum resulting in a pre-professional certificate in Marriage and Family Therapy.

My Bachelors degree in residential interior design grounds me in an understanding of aesthetic design skills, a basic knowledge of designer-client interaction, and the physical and psychological components of space. A combination of my formal education and cross-disciplinary clinical experience leads me to further investigate ways in which interior designers can best serve clients. This may involve seeking deeper understanding of the way in which clients create meaning within space, an understanding of the influence of personal and family background and experiences within space, and identification of opportunities for the application of sustainable practices related to health, safety, and welfare.

A constructivist perspective takes the view that truth and meaning are not discovered, but rather constructed through individual human experiences and engagement with the outside world (Crotty, 1998). This viewpoint in conjunction with my unique educational experience and

attention to study participants' experiences created potential for bias. Methods used to avoid potential for bias are discussed in the section entitled "Trustworthiness" found in Chapter 3.

Definition of Terms

1. Home Lifestyle Assessment (HLA) – communication tool aiming to unpack the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment. The HLA is intended for use as a supplemental assessment to traditional residential interior design programming questions. The assessment was developed during the Stage 1 of this study.
2. Design Programming (sometimes referred to as Pre-Design Research) – systematic process of gathering information to create design guidelines (Durek, 1993); programming in residential interior design does not follow a specific format, but rather is adapted to fit the designer's preference and needs (Kriebel, Birdsong, & Sherman, 1991)
3. Genogram - standardized format for mapping family members and relationships over at least three generations; graphic representation of the complexity and interaction of family history, patterns, and events (McGoldrick, Gerson, & Petry, 2008)
4. Heath – "Interior Designers create interior environments that support people's soundness of body and mind; protect their physical, mental, and social wellbeing; and prevent

disease, injury, illness, or pain that could be caused by occupancy of interior environments" (Guerin & Martin, 2010, p.E25)

5. Safety – "Interior designers create interior environments that protect people against actual or perceived danger; protect against risk from crime, accidents, or physical hazards; and prevent injury, loss, or death that could be caused by occupancy of interior environments" (Guerin & Martin, 2010, p.E27)
6. Welfare - "Interior designers create interior environments that support people's physical, psychological, social, and spiritual well-being; and assist with or contribute to their financial or economic management, success, and responsibility" (Guerin & Martin, 2010, p.E28)

CHAPTER 2

REVIEW OF LITERATURE

This review of literature aims to aid the reader in understanding the purpose behind the development and application of the Home Lifestyle Assessment. This literature review discusses the interior design literature supporting the various topics included in the HLA, describes the current status of research on interior design programming, and describes the marriage and family therapy resources being adapted for development and application of the HLA. Five major topics are briefly examined: a) home and family, b) user-needs assessments, c) health, safety, and welfare, d) genograms, and e) cross-disciplinary collaboration.

Home and Family

Home is often considered an expression of self, with experiences of home and family being varied and subjective. Early research on the distinction between house and home proposes five general attributes distinguishing a house from a home: centrality, continuity, privacy, self-expression and personal identity, and social relationships (Tignoli, 1987). Smith's (1994) study identifies eight essential qualities of a home: (a) a suitable physical environment; (b) good internal social relations; (c) a positive atmosphere or psychological climate; (d) personal privacy and freedom; (e) self-expression and self-identification; (f) personalization; (g) security; and (h) continuity, permanence, and ownership. Characteristics and qualities of former home environments may influence clients' experiences of home and therefore influence preferences for personal home design decisions.

The literature suggests that home design may foster family interaction. Study results indicate that four requirements exist for supporting family interaction. The home must do the following: (a) accommodate specific family interactions; (b) accommodate multiple activities in the same location within the home; (c) facilitate household tasks; and (d) maximize the aesthetic appeal of family spaces (Miller & Maxwell, 2003). An exploration of these key connections between home design and family interactions and relations may elicit significant changes in the information designers choose to gather in the early stages of the design process.

Context is also an influential factor in home and family life. Historical context, cultural context, and emotional context are a few of these key factors. Historical context may be implied through the background from which people operate. This may include culture, subculture, or geographic contexts. Common backgrounds of people and families create bonds and allow for expression of these commonalities in the built environment (Rengal, 2003). Cultural contexts reflect familiarity and stability, often promoting mental and emotional wellbeing (Nielson & Taylor, 2007). In a study of widows' emotional construction of space, changes in family structure lead to new emotional meaning making of space and redefinition of space (Cristoforetti, Gennai, & Rodenschini, 2011). An understanding of various home and family contexts may lead to more in-depth understandings and therefore more meaningful design solutions.

User-Needs Assessments

The *Interior Design Profession's Body of Knowledge* identifies 65 knowledge areas (KAs). Of these 65 KAs, 7KAs are specific to communication. Within the communication category, the following points fall under the KA "communication:" client meetings, client/user interviews, collaboration, communication techniques and technologies. "Critical listening" is another knowledge area listed under the communication category. This knowledge area requires

that interior designers do the following: evaluate from several different perspectives, assess speaker credibility, and identify meaning and assumptions related to the message being heard (Guerin & Martin, 2010). Martin (2004), a practicing interior designer debunks one of the myths of design television by noting that clients should be an integral part of the design process, with the interior designer acting as a guide and facilitator. Martin emphasizes that the element of client surprise following implementation of a design would in reality mean that the client hired the wrong designer. Designer-client communication plays a key role in providing the client with the design that best meets their needs and expectations.

Pre-design research or programming is the earliest stage of assessment in the design process. This stage includes: design research, programmatic information, clients' and users' needs, goals, and special requirements, gathering and analyzing information about clients' and users' needs (Guerin & Martin, 2010). Literature defining interior design programming identifies three phases: familiarization, compilation, and consolidation. The familiarization phase involves background research and establishment of client expectations, while the compilation phase considers historical, cultural, behavioral, and lifestyle contextual factors influencing potential design solutions (Kriebel, Birdsong, & Sherman, 1991). Educational resources describe pre-design research and programming as stages for inquiry into household demographics, user lifestyle, and identification of psychological and sociological considerations (Nielson & Taylor, 2007; Rengal, 2003; Kopec, 2012). The literature suggests that interior designers should also consider the subjective meaning-making process, and the varying perceptions, interpretations, and conversations among clients during this stage of the design process (Poldma, 2010). The programming phase may also benefit from drawing on memories of past homes and experiences. Literature discussing memories and projections of home focuses on ways in which material

objects may contribute to homemaking, reviving memories, and linking past, present, and future homes (Cieraad, 2010; Nielson & Taylor, 2007; Kopec, 2012). This stage requires in-depth communication between client and designer. Development of an assessment tool used to gather personal background information may improve communication opportunities and in-depth information gathering techniques of interior designers.

Researchers and industry leaders highlight the necessity for programming and design research. In his interior design textbook, Roberto Rengal states:

> The people who really understand how a place functions, at least in their corner of the world, are its users. For complex projects, designers need to make every effort possible to get to the users if they sincerely hope to understand how things are supposed to work (2003, p.14).

Programming provides the opportunity for designers to gather information pertinent to understanding the user and the complexity of needs. Kriebel, Birdsong, and Sherman (1991) suggest that programming bridges the language gap between designers and clients, addresses cultural values and beliefs passed down between generations, and shows attention to health, safety, and welfare. The literature supports necessity for the programming phase, however, definitions and descriptions of programming offer only abstract ideas for information gathering and types of information to be gathered. These authors suggest that the strength of programming in the future depends on the quality of programming education and the development of programming techniques and components of the programming process (Kriebel, Birdsong, & Sherman, 1991).

McFall and Beacham (2006) contributed a new programming technique in their article, “Ideal Design Programming with Photoethnographic Data and Systems Analysis.” MacFall and

Beacham advocate designing, “from the inside out (the user/student viewpoint) rather than from the outside in (the designer/builder/administrator viewpoint)” (p.21). This perspective places the human (client) at the center, engaging their environment physically, mentally, and emotionally. The authors use ethnography as the method for gathering data and better understanding another group or society’s viewpoint. A programming method combining photographs taken by users of the space and interviews with users provided information needed to create a new student-centered classroom. The authors assert that this programming method promotes greater client involvement and interaction, ultimately providing an, “integrated and well-organized set of qualitative data representing the participants’ (or clients’) views on the topic addressed” (p.33). The authors demonstrated a unique approach to interior design programming and client-assessment.

Health, Safety, and Welfare

As Interior Designers seek to ground the profession in scientific research, issues of health, safety, and welfare are at the forefront of academic inquiry. Each of these issues has relevance to the field and significantly impacts the users of a space. Health, safety, and welfare are redefined in the 2010 revision of the *Interior Design Profession’s Body of Knowledge* (Guerin & Martin). As interior designers aspire to create spaces reflecting the consideration given to health, safety, and welfare of users, attention is drawn to the idea of sustainability. Sustainability is often viewed in light of the “green movement.” However, this narrow view calls into question the potential position of sustainability as the overarching umbrella for health, safety, and welfare. Interior designers are challenged to sustain the family living within the home through addressing issues related to attachment to place, the meaning of home, and sense of identity. According to the revised definitions of health, safety, and welfare in relation to interior

design, interior designers are responsible for both physical and emotional or psychological aspects of space related to the health, safety, and welfare of clients (Guerin & Martin, 2010):

> Heath – "Interior Designers create interior environments that support people's soundness of body and mind; protect their physical, mental, and social wellbeing; and prevent disease, injury, illness, or pain that could be caused by occupancy of interior environments" (Guerin & Martin, 2010, p.E25)
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>
> Welfare - "Interior designers create interior environments that support people's physical, psychological, social, and spiritual well-being; and assist with or contribute to their financial or economic management, success, and responsibility" (Guerin & Martin, 2010, p.E28)

Genograms

McGoldrick and Gerson originally developed genograms in the mid-1980s for purposes of assessment in family therapy. Rooted in a systemic perspective, genograms are information-gathering tools taking the form of a loose family tree. This format allows for development of a broad understanding of what information must be gathered, how to record it, and how to make sense of the obtained information. Genograms satisfy a four-fold purpose in family therapy: (a) to engage the whole family in the assessment process; (b) to unblock the system; (c) to clarify family patterns; and (d) to reframe and detoxify family issues (McGoldrick, Gerson, & Petry, 2008).

Although originally designed for use in the field of family therapy, other fields have adapted genograms for a variety of uses. Genograms are used in medical assessment to identify health risks, diseases, and other medical conditions. Sociologists use genograms to gather family information in order to understand the context in which counseling will take place (McGoldrick, Gerson, & Petry, 2008). A similar structure fulfilling these purposes offers potential opportunity for adaptation and use by interior designers to gather information providing insight into links between family background and client desires and needs within the home.

Cross-Disciplinary Collaboration

Cross-Disciplinary collaboration is not a novel idea. In fact, without identifying it as so, the fields of social work, psychology, and family therapy make use of interior design and architectural activities, sometimes referred to as art therapy. Coopersmith (1980) developed and discusses use of the family floor plan as a tool for training, assessment, and intervention in family therapy. Coopersmith states that having individuals draw the floor plan of their family home is beneficial in, "allowing the therapist access to information often difficult to obtain in a verbal manner, and presenting the family with an experience that permits both interpersonal involvement and differentiation" (p.144). Jacobson (1995) also developed a method for drawing floor plans with individuals and families in a social work setting, emphasizing the actual physical layout of the home and subjective experiences of home. Jacobson suggests drawing a home from the past, present, and/or future. Questions to be asked while participants sketch may include time spent in various rooms, entertaining guests in the home, favorite or least favorite rooms, or rules pertaining to certain parts of the home. In a clinical vignette deconstructing a mother and son's map of their family home, Rochkovski (2006) notes that a, "space or the way it is organized reflects a system of values and beliefs in line with economic and social possibilities or

impossibilities" (p.10). Her vignette reveals ways in which these drawings reveal important information about how family members function and relate within the built environment. Bringing these activities back to the field of interior design may reveal client information helpful to creating more personalized design solutions.

In her perspective piece discussing the future of the interior design profession, Tiiu Poldma (2008) proposes that interior designers move beyond aesthetics to investigate complex human situations, adding value to society through cross-disciplinary collaborative context. Poldma also suggests that interior designers may add value through the development of cross-disciplinary projects and research tools for use in interior design. In light of the recent economic recession, a report by the American Society of Interior Designers (ASID) suggests that resourceful designers find ways to adapt and expand their application of skills. ASID's report also proposes making a strong case for the value of interior design skills through developing a deeper understanding of client needs and solutions. The organization states, "Perhaps the greatest opportunity awaiting interior designers during the coming recovery will be to reshape the practice of interior design" (2010, p.43). Perhaps the reshaping of the industry will come through cross-disciplinary collaboration and resource adaptation.

The ASPIRE clinic at the University of Georgia serves as a strong example of cross-disciplinary collaboration. While many professionals consult with other professionals in related fields, the ASPIRE clinic is based on a different model. This model uses an ecosystemic approach to therapy, looking at the biopsychosocial elements in order to provide holistic services addressing clients' multiple contexts (ASPIRE, 2012). The clinic offers services in the areas of marriage and family therapy, financial counseling, nutritional counseling, home design consultation, and legal services. Through collaboration across disciplines, student service

providers observe and interact with one another in order to best meet the needs of each client. Interaction between marriage and family therapists and home design consultants allows for collaboration at different levels. At times the design consultant functions solely as a designer, while at other times the designer is able to implement knowledge gained through exposure to the marriage and family therapy process. Home design consultants observe methods of information gathering, analysis, and practical application as used in other fields. This knowledge may prove useful as a new approach to more in-depth designer-client conversation and interaction.

CHAPTER 3

METHODS AND PROCEDURES

This study fulfilled its purpose in a two-stage process: Stage 1) development of the Home Lifestyle Assessment for use during the programming or predesign research phase of residential interior design; and Stage 2) testing of the Home Lifestyle Assessment with three pre-marital couples and a follow-up interview with each couple. Chapter 3 discusses Stages 1 and 2, trustworthiness, potential ethical concerns, and limitations of the study.

Stage 1: Development of the Home Lifestyle Assessment

The Home Lifestyle Assessment (HLA) was developed through adaptation of the family genogram and the family floor plan to explore and assess the experiences and meaning making of home and lifestyle among premarital couples in order to promote health, safety, and welfare through home design solutions. Weiss (1994) states that qualitative interviews are those in which uniformity of questions is sacrificed in order to gain more fully developed information. Therefore, the researcher developed the HLA as a set of guiding questions to aid in assessment of clients, hence providing opportunity for tailoring of questions to best assess the needs of each client.

Adaptation of resources. The first step in developing the HLA was to select questions and formatting from existing family genogram assessments, the family floor plan activity, and interior design programming resources. This aided the researcher in developing a comprehensive interview-style assessment. A traditional family genogram uses a systems approach, enabling understanding of both the current and historical context in which an individual or family is

functioning. The result of a traditional family genogram interview or assessment is a tangible representation or map of family history, patterns, relationships, and events over multiple generations. The researcher in this study adapted an interactive, tangible format and questions discussed in *Genograms: Assessment and Intervention* by McGoldrick, Gerson, and Petry (2008). The figure below demonstrates a traditional family genogram, including three generations and standard symbols noting family members, their relationships to one another, and family patterns and events.

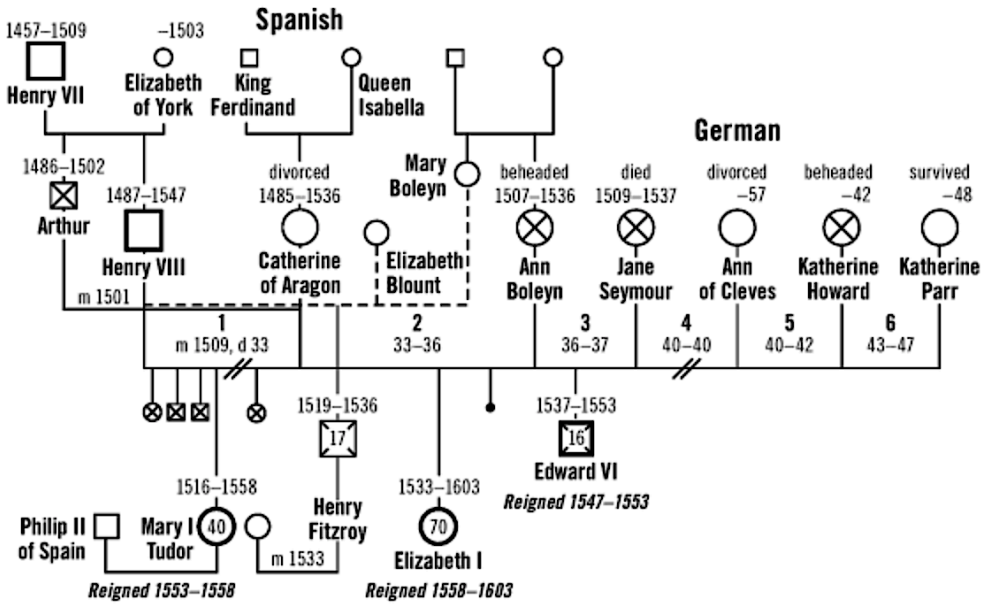

Figure 3.1. Genogram of Henry III and His Wives (McGoldrick, Gerson, & Petry, 2008, p.29)

The format of the family genogram was altered for this study in order to best address the interior designer and client relationship and communication process. McGoldrick, Gerson, and Petry (2008) suggest that genogram assessments with individuals may take as few as 15 minutes, while genogram assessments with several family members may take two or more hours. The researcher selected to allow two hours per couple for this study. The format of the family

genogram maps at least three generations. The idea of mapping three generations was adapted for the HLA to discuss and map each participant's childhood home, current home, perceptions of their partner's home (if not living together), and the couple's future home. The researcher also opted to veer from the traditional symbols and mapping technique used in family genograms. Instead, the researcher opted to use the family floor plan format discussed in the review of literature. Although the format is visually different from a traditional family genogram, this format still meets the purpose of the genogram by providing a tangible map, fully engaging all participants, unblocking the system, and clarifying patterns. The floor plan drawing activity used in the HLA requires each participant to sketch two basic floor plans: the participant's childhood home and the participant's current home. This interactive activity aims to stimulate memories of spaces within the home and the lifestyle within the home. As HLA questions are posed and discussed, participants are encouraged to label or code the floor plan in order to reflect their responses.

Questions used in a genogram assessment often vary for each participant and also change or expand as the family therapist and clients work together. For use in interior design, not all genogram questions are appropriate for an interior designer's scope of work. Questions may change according to client requests and project scope. Either the designer or the client may deem some questions inappropriate or not applicable before, during or after the assessment. In this study, the most practical and basic genogram questions were adapted for use by the interior designer. Major genogram topics identified as potentially beneficial to an interior designer include: basic demographic information, questions about household context (i.e. Who lives in the house? How are members related? Were there any major transitions in the family?), questions about family of origin (i.e. Parents and stepparents? Sibling birth order?), questions about culture

and traditions (i.e. Cultural heritage of family members? Gender roles in the family?), questions about life events (i.e. Traumatic experiences? Stressors such as illness or disabilities?), and questions about family relationships (i.e. Special closeness or conflict between family members).

In considering the responsibility of an interior designer to address a client's health, safety, and welfare needs within the built environment, the researcher carefully assessed the sensitivity of the genogram topics and selected only the topics that would potentially aid in gathering information that would increase communication between both partners and the designer and client while enabling the designer to best address partner's individual and differing needs. Some similar topics are addressed in traditional interior design programming assessments, but these topics are expanded upon in the HLA in order to gather more in-depth information and increase communication between partners and between the interior designer and their client. The genogram topics listed above were adapted to fit the purpose of the HLA and then applied to the six categories of the HLA: demographic information, family of origin, childhood home, current home, partner's home (if not living together), and future home. The latter four categories of the HLA were each divided into two sections: physical environment and experiences. The resulting assessment, prior to focus group feedback, was a written portion consisting of seven demographic questions, a 65-question verbally administered interview guide, and two floor plan drawing activities.

Focus group. The second step in developing the HLA was to conduct a focus group. The focus group was conducted in order to gain feedback and insight on potential questions and the overall proposed HLA. The researcher received approval from both the Institutional Review Board (Appendix A) and the ASPIRE Advisory Group (Appendix B) prior to recruiting participants. Focus group participants were recruited by the researcher through face-to-face

contact with faculty members in the Department of Textiles, Merchandising and Interiors and the Department of Human Development and Family Science, UGA ASPIRE Clinic service providers, and students participating in the marriage and family therapy certificate program. Participants were also recruited through an email sent to recent graduates from the residential interior design program. Those interested in participation responded directly to the researcher. In order to be considered, potential participants had to be students, faculty, or professionals in the field of residential interior design or marriage and family therapy. No exclusion criteria were used. Over the course of two weeks, five participants were recruited. The researcher used Doodle, an online scheduling site, to facilitate scheduling a meeting time.

The focus group was composed of five participants: a marriage and family therapy doctoral student, an assistant professor of residential interior design, a marriage and family therapist, and two practicing residential interior designers. All participants were female between the ages of 23 and 35. Due to the lack of male participants, the co-chair of the thesis committee, who is an associate professor of marriage and family therapy and director of the family therapy program, also reviewed and offered feedback on the information provided to the focus group.

The focus group was conducted in a therapy room at the ASPIRE Clinic on the University of Georgia's campus. The researcher supplied a consent form (Appendix C), study overview handout (Appendix D), clipboard, blank white copy paper, basic drawing supplies (markers, pens, pencils), sample floor plan sketches, five discussion questions, and a copy of the proposed version of the Home Lifestyle Assessment to each participant. As the group discussed each question in the HLA assessment they were asked to consider the following five discussion questions: 1) Are the questions clear and easily understood by an adult from the general public?; 2) Do the questions elicit recall of one's childhood home and experiences of the home?; 3) Do

the questions elicit responses that might increase in-depth communication between partners?; 4) Are the questions relevant to understanding the previous home(s) and lifestyle of one's partner?; and 5) Do the questions increase or inhibit in-depth communication beneficial to the interior designer?

The duration of the focus group was approximately two hours, with opportunity for a break at the mid-point. In order to promote a relaxed, informal environment suitable for discussion and interaction, participants were encouraged at any time to request a break or partake in light refreshments provided by the researcher. The therapy rooms are designed for research and come equipped with audio-visual recording equipment. The focus group session was recorded in its entirety in an audio-visual format. The recording was then burned to a DVD and stored in a secure location for future reference by the researcher. The researcher also documented key themes, thoughts, and suggested revisions in the form of hand written notes. Participants were required to leave all sketches (sample provided in Appendix E), handouts, and additional supplies with the researcher. Participants were each given a copy of the consent form, including the researcher's contact information for their future reference.

Focus group results. The researcher compiled all focus group sketches, handouts, consent forms, notes, and recordings and stored them in a secure location. The data collected from the focus group was used to revise the proposed Home Lifestyle Assessment, ultimately contributing to the validity and reliability of the assessment. The researcher referenced hand-written notes as well as the audio-visual recording while revising the HLA. Focus group feedback and discussion points were divided into two categories: "HLA Objectives" and "HLA Revisions" (descriptions of the codes can be found in Appendix F). Segments categorized under "HLA Objectives" were more overarching and applicable to the study as a whole, while

comments categorized under “HLA Revisions” were specific to eliminating portions of the proposed HLA, improving portions of the proposed HLA, and making additions to the proposed HLA.

The researcher used the segments labeled “HLA Objectives” to guide the revision process. For example, focus group participants continuously posed questions to one another and to the researcher in regards to the overall purpose of the HLA and how the elicited information might be used or interpreted by the interior designer. By consistently and consciously focusing on the purpose of the HLA and how the interior designer might use the information, the researcher and focus group were able to explore the intention behind each question on the HLA and determine whether or not it was relevant and beneficial to improving communication between partners and between the interior designer and client. Additional segments categorized under “HLA Objectives” included: discussion of the relevance of potentially sensitive subject matter, ways in which the HLA topics might be prefaced or set within a context in order to clarify the significance of each topic, and ways in which examples might be provided in conjunction with certain topics in order to clarify the desired type of response. By first addressing topics from a broad understanding revolving around the purpose of the HLA, the researcher and focus group were able to adapt relevant family genogram topics for use by residential interior designers.

The focus group also aided in clarifying questions and keeping checks on the relevance of potentially sensitive topics. The researcher in this study has been informed by studies in both residential interior design and marriage and family therapy. Because of the researcher’s study of marriage and family therapy, it was often difficult to maintain solely the identity of an interior designer. The focus group noted that some questions included in the proposed HLA were more

strongly tied to marriage and family therapy than to interior design. While some questions were removed entirely, others were reworded or clarified for use in the HLA. The following example, categorized under "HLA Objectives", demonstrates focus group discussion regarding the inclusion of a question aiming to gather information about ethnicity and cultural background. Although commonly discussed in a therapy setting, interior designers generally do not address this topic with their clients. Similarly, interior design clients may be unsure as to why the designer needs the information or how to respond. The focus group discussed the intention of the question. Focus group feedback led to the following revision: 1) include the question in the written portion of the HLA rather than the verbal portion; and 2) word the question as follows: *How would you identify your ethnic/cultural background? (Ex. My Columbian heritage is extremely important to me. My Columbian roots influence my personal style, family traditions, and rituals*). The suggestion to present the client with an open-ended question followed by an example gave the question greater significance and placed the question within a context for greater understanding and ultimately the opportunity to gather more valuable information from the client. This allowed the topic to be adapted from the family genogram for use by the interior designer.

Another segment categorized under "HLA Objectives" demonstrates focus group discussion pertaining to a proposed section of the HLA entitled, "Perceptions of Partner's Childhood Home." This segment of discussion again highlighted the importance for the interior designer to maintain the role of designer, rather than taking on the role of a therapist. While this HLA section was intended to increase communication between partners and provide the interior designer with insight into how the couple perceives space and design, the focus group discussion revealed many concerns about asking these questions. The focus group ultimately agreed that

this section was not only potentially uncomfortable for partners to discuss, but also that these questions may lead to offensive comments or partner conflict rather than increased communication and information beneficial to the interior design programming phase. This section was omitted from the final HLA. As demonstrated by these examples, segments labeled "HLA objectives" aided in guiding the revision process, maintaining the integrity of topics, and assuring that HLA topics and questions fulfill the purpose of the HLA: to explore the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment.

Discussion points leading to elimination, revision, or addition of specific questions were categorized under "HLA Revisions." The focus group aided in eliminating two questions, revising the wording of ten questions, moving one question to a different section, and creating three additional questions. The focus group also aided in revising the floor plan drawing activity. Focus group participants were asked to sketch the floor plan of their childhood home and then to sketch the floor plan of their current home. The researcher timed the drawing activity, observed the supplies used and noted challenges encountered throughout the drawing process. Based on observations and participant suggestions, the researcher noted to provide four pieces of 8.5x11" white copy paper and a variety of colored markers and pens for each future use of the HLA. The

researcher also noted to allot approximately 10 minutes for each floor plan drawing activity in future use of the HLA.

One revision to the floor plan drawing activity occurred as the researcher assigned focus group participants the following task: “sketch the basic floor plan of your childhood home.” One participant paused and then explained that her father was a builder and her family moved into a new home every two years throughout her childhood. The researcher suggested that she draw the home that she felt best represented home in her mind. The participant explained that due to such frequent moving, she never developed a particular attachment to any of her homes. The participant ultimately settled on one home that she remembered well. This raised two interesting points. First, how do change and transition impact the experience and memory of home? Second, which childhood home should be sketched if a client has lived in multiple homes? Discussion among focus group participants led to the decision to encourage clients to, “sketch the floor plan that best represents home during your childhood.” This allows the client to choose a home that is most meaningful to them, whatever that may mean to them personally. The purpose of this activity is to aid in recall of home and lifestyle within the home while living with one’s family of origin. Therefore the activity can be subject to the client’s own interpretation, as long as the sketch encourages conversation and brings forth information about home design and lifestyle experiences.

The purpose of the focus group was to provide the researcher with feedback and suggestions for revisions. Most suggestions were directly implemented in the final revision. However, some suggestions were taken into further consideration and later revised by the researcher. The overarching purpose of the HLA is to provide an assessment tool for use as an interview *guide*, rather than a structured set of questions to be asked by the interior designer.

Focus group participants suggested clarifying two questions to elicit more specific responses. Because of the nature of the assessment and its purpose in guiding a conversation, the researcher chose to leave these questions somewhat ambiguous. Open-ended questions allow the interior designer to adapt each question in order to elicit the specific information that best fits the scope of work or the specific client. The focus group also suggested creating an additional section to include questions eliciting information about specific styles and blending each partner's individual styles to create one style for the couple as a single unit. Upon further consideration, the researcher explained that the HLA is a supplemental assessment to precede use of a traditional interior design assessment addressing specific styles, floor plans, colors, furniture, artwork, etc. This discussion revealed the importance of prefacing the HLA and situating it within a larger context in order to better demonstrate its purpose. These two examples portray segments of focus group discussion categorized under both "HLA Objectives" and "HLA Revisions." The segments demonstrate specific suggestions for revision that are nullified after reviewing the purpose of the HLA.

Following focus group discussion, analysis of hand-written notes, and review and analysis of the recording of the focus group, the proposed HLA was revised. The final version of the HLA includes a written portion consisting of nine demographic questions, a verbally administered portion consisting of 66 questions, and two floor plan drawing activities. The final HLA represents an adaptation of both the family genogram and the family floor plan. Although the final HLA does not use the format of the family genogram, it does incorporate similar topics and meet the objectives of the family genogram. The HLA uses the family floor plan format to encourage participants to tangibly map family patterns and history within the home, aiming to elicit more in-depth communication between partners and between the designer and the couple

with whom they are working. The development of the HLA and the focus group addressed RO1 by demonstrating the way in which the family genogram can be adapted for use by residential interior designers. The final HLA can be found in Appendix G.

Stage 2: Testing the Home Lifestyle Assessment

This study aims to provide designers with a general assessment for gathering new types of client information while simultaneously giving voice to clients. As discussed in the following section, this study conducted three case studies consisting of participant interviews and implementation of the Home Lifestyle Assessment. Case studies are a form of in-depth analysis of one specific "case." The focus of a case study is on one case or a few cases (Leedy & Ormrod, 2010). Three premarital couples were selected for participation in the testing of the Home Lifestyle Assessment. Due to the nature of this study, a small sample size was found to be sufficient. By using more than one case study, the researcher was able to assess for themes within couples and across couples. Use of three couples fit within the time constraints and available resources for this study. This study serves as a pilot study, therefore testing a small sample in order to collect initial data for future research focusing on further development and application of the Home Lifestyle Assessment. Selection criteria required that participants were premarital couples. Criteria requiring that participating couples be premarital is appropriate for this study because of a premarital couple's stage in the family lifecycle framework: forming a union from two differing families of origin and home and lifestyle experiences. After much consideration, the researcher chose not to use cohabitation as selection criteria. This enabled greater opportunity for participation and offered the researcher the opportunity to view potential differences between couples currently residing together and couples not currently residing together. Future research may choose to explore these differences further.

Participant recruitment. Participants were recruited through a pre-marital counseling program currently offered in the ASPIRE Clinic on the University of Georgia campus and a local church counseling center. Prior to beginning this study, the researcher obtained approval from both the Institutional Review Board (Appendix H) and the ASPIRE Advisory Group (Appendix B). A promotional flyer (Appendix I) describing the study and participant requirements was approved by the IRB and AAG and was posted in the ASPIRE clinic waiting room. The flyer and answers to additional questions were emailed to couples that expressed interest in participating. Over the course of one month, three couples were recruited for participation. In the following participant profiles, study results, and discussion participant names have been changed for purposes of confidentiality.

Participant profiles. Couple 1 is a heterosexual couple composed of Nora and James. Nora is a 24-year old female photographer. James is a 22-year old male student. Nora self-identifies as a first generation American with family origins in Haiti and the Bahamas. She notes that her cultural roots influence everything including her choice in food, personal style, and habits. James self-identifies as an African American. While he claims that his African American heritage is of value to him, he notes that it rarely influences his personal style. James notes that he wishes to become more knowledgeable regarding his Native American heritage. Both Nora and James have some college education and have lived together for approximately a year and a half.

Couple 2 is a heterosexual couple composed of Laura and Roman. Laura is a 27-year old female registered nurse. Roman is a 34-year old male creative director. Laura self-identifies as a white, middle class American. Laura describes her ethnic and cultural background as “Texan and Southern American.” Roman did not note a personal ethnic and cultural identity, but he does

note that his father is from Cuba and his mother is American with a "country" style. Both partners have 4-year college degrees, and Laura also has a Masters degree. Laura and Roman do not currently live together.

Couple 3 is a heterosexual couple composed of Sarah and William. Sarah is a 21-year old female student. William is a 22-year old male student. Sarah describes her ethnic and cultural background as "southern." She notes that she values her southern roots and this influences both her family's style and personal choices and style. William describes his ethnic and cultural background as predominately white, with family roots in central Georgia. He notes that his work with inner-city African American children influences his cultural perceptions and style. Sarah and William do not currently live together.

Data generation. Case studies consisting of participant interviews and implementation of the Home Lifestyle Assessment were used as the overall approach to data generation. Case studies are a form of qualitative inquiry used to study a specified individual, group, or event for a designated period of time (Leedy & Ormrod, 2010). Three types of case studies can be employed. The purpose of an intrinsic case study is to gain greater understanding of a specific case. Instrumental case studies are used to gain insight or draw a generalization. Collective case studies investigate a phenomenon, population, or general condition (Stake, 2000). This study used instrumental case studies in order to investigate a more general phenomenon related to changes in in-depth communication between interior designers and the couples with whom they work. The use of one case study would provide information specific to one particular couple. The researcher opted to use three case studies as a method of gathering information from multiple, differing sources. Case studies are developed through data generated from observation,

interviews, and document analysis. The focus of a case study is to analyze one case and its complexity, uniqueness, and social context (Schram, 2006).

This study used a qualitative research method, rationalized by the need for obtaining in-depth, descriptive information and taking into consideration the complexity of human life. Robert Weiss (1994) asserts several reasons for conducting qualitative interviews. Four of his reasons apply to the objectives of this study: a) develop detailed descriptions, b) integrate multiple perspectives, c) develop a holistic description, and d) learn how events are interpreted. The objective of this study was not to develop norms or theory, but rather to develop and test an assessment tool as a pilot study for future research and application. Due to the nature of this study, a small sample was used for the application of the newly developed Home Lifestyle Assessment. By studying three premarital couples, data was gathered through in-depth interviews and discussion occurring before, during, and after participation in the Home Lifestyle Assessment.

Interviews were conducted with each couple in therapy rooms at the ASPIRE Clinic. The researcher scheduled interviews by sending individual emails directly to participating couples. Scheduling was coordinated using no more than four to five email exchanges between the researcher and each participating couple. Upon arrival, each couple was directed to the therapy room and seated at a round table. This setup provided an appropriate setting for discussion, surface space for drawing and note taking, and proper distance from the recording devices for optimal sound recording. Each interview was allotted a two-hour time slot. Final interview time results are as follows: Couple 1, 1 hour, 47 minutes; Couple 2, 1 hour, 52 minutes; and Couple 3, 1 hour, 9 minutes. The researcher provided a consent form (Appendix J), a nine-question demographic assessment (Section 1 of the HLA), clipboard, four pieces of 8.5x11” white copy

paper, basic drawing supplies (markers, pens, pencils), and sample floor plan sketches to each participant. Each partner filled out the 9-question written demographic portion of the HLA. Then the researcher used the Home Lifestyle Assessment, consisting of 66 questions and two floor plan drawing activities, to guide the interview and discussion with each couple. Each partner was asked questions individually with the other partner present. This process enabled each to hear the response of the other. Discussion between partners and between the couple and the researcher was encouraged following individual responses.

Interviews were recorded using the audio-visual recording equipment in the ASPIRE Clinic as well as an Olympus DS-30/40/50 handheld digital voice recorder. Use of the handheld recorder was added following the discovery of technical difficulties with the sound on the focus group recordings. The researcher also recorded important responses, themes, and potential revisions as well as descriptive and analytical observations using hand written notes. All materials were collected from participants and stored in a secure location. Participants were given a copy of the consent form, including researcher contact information for future use. Participants were reminded of their commitment to return for a follow up interview to take place within the following month.

The researcher reviewed all documents and recordings prior to contacting participants regarding follow up interviews. Follow up interviews with each couple were conducted within one month of the original interview. Interview times with couples were scheduled using no more than four to five emails between the researcher and each couple. Follow up interviews were conducted using the same location and recording procedure as the original interviews. The researcher provided each participant with a blank copy of the Home Lifestyle Assessment to aid in discussion. The researcher used the previously taken hand-written descriptive and analytic

notes, the couple's sketches, the couple's completed Home Lifestyle Assessment, and an interview guide consisting of seven open-ended questions to guide discussion with each couple. Follow up interviews were allotted 30-minute time slots. Final follow up interview times are as follows: Couple 1, 25 minutes; Couple 2, 20 minutes; and Couple 3, 29 minutes. Audio-visual recordings of each follow up interview were burned to DVDs. The researcher collected all documents and recordings and stored them in a safe location following each follow up interview.

The researcher's field notes also became a form of data. Observations of participants' interactions and individual levels of participation became important in understanding each participant and the impact of the HLA. The researcher's field notes also played an important role in trustworthiness. Critical reflective journaling enabled the researcher to note potential bias throughout the study. For example, the researcher made notes under the title, "self of the designer" and used these notes as a reminder of the scope of practice of an interior designer. Understanding the separation of the researcher's role within the study, the end-user of the HLA, and the researcher's unique experiences within the family therapy clinic became an important topic of self-exploration in order to eliminate bias and maintain the focus of the study. The data resulting from field notes provided information that both informed analysis and served as an element of trustworthiness.

Use of the Home Lifestyle Assessment in interviewing couples addresses (RO3): How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer

a. How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.

b. How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Data analysis. Interview questions and responses were recorded using the existing audio-visual recording equipment available in the ASPIRE clinic therapy rooms as well as an Olympus DS-30/40/50 handheld digital voice recorder. Conversation and interview content between the investigator and participants was then transcribed using a method of select transcription. A complete documentation of data was kept in the electronic format. Data was indexed using partial transcription and summaries so that the researcher was able to refer back to original data and bring forth data as it became important. However, only select, pertinent information was fully transcribed. This method of transcription saved time in the transcription process without eliminating potentially important data topics or quotations. Interview responses were then coded for emerging themes within and across participating couples. Observations of interactions and behaviors were noted as memos. Data analysis in a case study involves five components (Stake, 2000). First, the data was organized into case facts and details. Second, the data was categorized and clustered into meaningful groups. Third, the investigator interpreted specific, single instances and their meanings. Fourth, the researcher identified patterns. Finally, the researcher was able to draw conclusions and generalizations that may extend beyond the case (Table 3.1).

Coffey and Atkinson (1996) refer to coding as the process in which the researcher begins to create links between data fragments and ideas or concepts. They suggest that coding is both a process of data reduction and data complication. Codes are used to simplify the data and identify major themes, while at the same time raising the potential for new questions and interpretations. The most basic form of coding simply allows the researcher to organize the data into meaningful

categories. Later, subcategories can be developed to identify more specific information. Coffey and Atkinson note that, “codes and their segments can be nested or embedded within one another, can overlap, and can intersect” (p. 36). Coding is a fluid process in which the data is analyzed multiple times until all possible categories have been explored and the data is in its most simplified form. It is important to note, however, that coding is only one part of the analysis process.

Interpretation and analysis of the coded data follows the coding process. Coffey and Atkinson (1996) suggest that the interpretation of codes involves several stages. The first stage is to organize all similarly coded data in the same place. This type of display can be achieved physically using a diagram, mapping the data, or using computer software. After the data is organized into coded categories, the researcher will explore the data in a flexible manner in which codes may be renamed, bits of data may be reassigned, and unfit data may be removed. The third step requires transformation of the coded data into meaningful data. Hesse-Biber and Leavy (2011) describe data analysis as an iterative, cyclical process between data collection, writing memos, and data analysis resulting in identification of patterns followed by generation of theories and overall research findings.

The researcher in this study used Microsoft Excel 2011 to organize transcribed data. A spreadsheet was assigned to each of the three couples. Each spreadsheet was originally divided into five columns: participant, time, quote, notes, and theme/topic. As the researcher listened to each interview, participant quotes and basic analytical comments were recorded on the spreadsheet. Following the first round of analysis the researcher developed a codebook of the most common themes and topics. As the researcher continued to analyze the data, the data was assigned new codes and additional columns were added for new and emerging themes. This

process afforded the researcher the flexibility to add and remove data as needed and to reassign codes to existing data as it became meaningful. Following completion of the data analysis, the spreadsheet had the original five columns, plus three additional columns demonstrating the revision and addition of the coding process. The final analysis resulted in seven codes representing the seven major themes found in the data: designer explanation (DE), designer-client communication (DCC), couple communication (CC), family of origin values (FOV), couple values (CV), health/safety/welfare (HSW), and decision-making (DM). The complete description of each code is provided in Appendix F. The results of the analysis are revealed and discussed in Chapter 4.

Coding data for common themes addresses (RO2): How or to what degree personal background and life experience influence home and lifestyle values and design preferences. Coding also addresses (RO3): How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer

a. How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.
b. How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Trustworthiness

Potential for bias was minimized through implementation of several techniques. First, a focus group was used during the development of the Home Lifestyle Assessment to assess and validate potential topics and questions for designer-client conversations. Five focus group participants reviewed and critiqued the HLA for approximately two hours. The researcher

implemented revisions based on focus group feedback and then asked one of the thesis committee co-chairs to review the HLA to ensure the reliability of the assessment.

Second, in order to preserve trust and encourage open communication with participants, member checking was employed as a method of verifying that researcher notes and quotations matched what the participant intended to convey. Member checking is the process of sharing the interpretive process with respondents to assure the correct interpretation (Glesne, 2011). Member checking took place during the HLA, as well as during the follow up interviews. At times the researcher clarified a participant's response during the HLA by repeating the response back to the participant. During the follow up interview, the researcher reviewed each couple's HLA responses in order to clarify and validate responses. The researcher also asked each participant if they felt that their initial HLA responses were genuine and valid.

Third, multiple interviews were conducted with each participant in order to build trust and rapport. By separating the HLA and the follow up interview, the researcher was able to meet with each couple twice. This format increased the time spent with each couple, therefore increasing the amount of time for building trust and rapport between the researcher and each participant. During the first meeting, the researcher explained the purpose of the study and personal research interests. Participants were given multiple opportunities to ask questions before, during, and after the HLA. During the follow up interview participants were again encouraged to ask questions of the researcher. This increased the comfort level of participants and encouraged a trusting relationship between participants and the researcher.

The researcher's previous personal experience with abstract, yet successful implementation of the Home Lifestyle Assessment prior to formal investigation may also have created personal bias towards potential for future success. This was controlled through careful

development of questions, member checking, and critical reflective journaling. Journaling enabled the researcher to reflect on the process as a whole, giving the researcher opportunity to note personal bias, descriptive information about each HLA and follow up interview, and future directions for research.

Potential Ethical Concerns

Work with human subjects has the potential for raising ethical concerns. In considering the effects that this study may pose on participants and in compliance with human subjects research standards, the researcher requested and received approval from both the Institutional Review Board (IRB) and ASPIRE Advisory Group (AAG) prior to beginning the study. Additional measures were also taken to reduce potential for ethical concern. Interviews were conducted at the ASPIRE clinic in a therapy room, eliminating the invasion of participants' personal or private space. This location provided a comfortable, private setting for interviews. Emotional distress was minimally possible due to discussion of personal relationships, home design, lifestyle routines, and memories related to these topics. The researcher was conscious of potentially distressing conversation and encouraged participants to only respond to questions voluntarily and to discuss any significant concerns with his or her current therapist. Contact information for three affordable local therapy clinics was also provided in the event that the participant did not have a current therapist. Participants received documentation of the study requirements and investigator contact information prior to beginning the study. The confidentiality of participation and the procedure for addressing significant concerns was reviewed upon completion of each follow up interview. The researcher did not note any serious ethical concerns or distress among participants during or following the study. The IRB approval and AAG approval documents are included in Appendices A, B, and H.

Limitations

In any study, the researcher faces limitations. Major limitations of this study are related to the fact that this is a pilot study and in the early phases of development. Over time, the HLA will be refined and improved, possibly to address different populations and situations. Due to the fact that this study is a pilot study, a small sample size was used. Six participants were interviewed. This study can be further developed and applied to a larger, more diverse sample in the future. Interviewing a larger, more diverse sample will allow for greater analysis of themes across couples. The results of this pilot study are not generalizable to the population at large, but can be used as a pedagogical tool for learning concepts, an exploratory tool for learning about self, and as a tool used by designers to encourage partners within a couple to interact in a new way. The results of this pilot study can also be used to further develop and refine the HLA for future use.

Table 3.1 Data Analysis

STEP 1: ORGANIZE DATA INTO CASE FACTS AND DETAILS
Data were transcribed and organized chronologically onto one spreadsheet per couple. Five columns were used to record facts and details: • Participant • Time (on recording) • Quote • Researcher notes • HLA topic

STEP 2: CATEGORIZE DATA INTO MEANINGFUL GROUPS
Data were categorized into 4 meaningful groups: • Communication • Links between past and future • HLA benefits • HLA improvements

STEP 3: INTERPRET SINGLE INSTANCES AND MEANING
The 4 meaningful groups were divided into 22 subcategories used to label specific instances: • (7) Communication: designer-client communication, partner communication, differing needs, decision-making, values, change and transition, financial • (9) Links between past and future: family of origin, home and lifestyle background, gender roles, decision-making, use of space, values, health/safety/welfare, change and transition, financial • (2) HLA benefits: floor plan activity, positive reactions • (4) HLA improvements: explanation, floor plan activity, negative reactions, adjustments

STEP 4: IDENTIFY PATTERNS
Patterns were identified within each interview and across the three interviews. Codes were renamed, some data were assigned new codes, and some data were removed. The research objectives were reviewed in order to best analyze and label the data. The 22 subcategories were renamed, combined, removed and simplified into 7 codes: • Designer Explanation (DE) • Designer-Client Communication (DCC) • Couple Communication (CC) • Family of Origin Values (FOV) • Couple Values (CV) • Health, Safety, Welfare (HSW) • Decision-Making (DM)

STEP 5: DRAW CONCLUSIONS AND GENERALIZATIONS
Links between coded data segments were identified. Coded data was organized and presented to demonstrate significance of each data segment and overall research findings.

*Based on data analysis for a case study (Stake, 2000).

CHAPTER 4

RESULTS AND DISCUSSION

This study included the development and testing of the Home Lifestyle Assessment to be used in the programming and predesign research phase of residential interior design. The purpose of the HLA and conducting follow up interviews was to explore the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment. Stage 1: Development of the HLA, demonstrated the way in which the family genogram was adapted for use by residential interior designers. Stage 2 of the study tested the HLA. Results for Stage 2 are discussed in this chapter.

Three couples were recruited and interviewed using the Home Lifestyle Assessment. These interviews enabled the researcher to develop case studies and analyze responses for themes both within and across couples. Follow up interviews were conducted with each participating couple in order to further discuss participant responses as well as the couple's overall experience in responding to the HLA questions. Application of the HLA and follow up interviews with each couple fulfills Stage 2 of this study: testing the HLA; and addresses research objectives two and three:

(2) How or to what degree personal background and life experience influence home and lifestyle values and design preferences.

(3) How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer

   a. How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.

   b. How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Seven codes were developed through analysis of the data generated during the interviews. The seven codes include: designer explanation (DE), designer-client communication (DCC), couple communication (CC), family of origin values (FOV), couple values (CV), health/safety/welfare (HSW), and decision-making (DM). A description of the codes can be found in Appendix F. Each couple demonstrated specific themes labeled by the various codes. Some themes were demonstrated by at least two of the couples. All three couples demonstrated themes related to communication and decision-making.

Couple 1: Nora and James

Results of the case study of Nora and James strongly demonstrate four of the seven themes: family of origin values (FOV), health/safety/welfare (HSW), couple values (CV), and decision-making (DM). Designer explanation (DE) and couple communication (CC) are also highlighted in the case study of Nora and James. In descriptive notes following the interview, the researcher notes that Nora and James were “enthusiastic, open-minded, and easy-going.” In the follow-up interview James stated, “I was pretty comfortable with the subject matter…I already

came ready to be open about everything." Similarly, Nora stated, "I think being in premarital counseling at the same time…we are sort of already in the let's talk about everything mode." The results that follow demonstrate the couple's openness and the valuable role that this played in gathering in-depth information about their home and lifestyle background.

Nora seemed to resonate almost immediately with discussions revolving around family of origin and family values (FOV). This topic became a strong theme throughout the couple's HLA. When asked if any specific family traditions or family values were practiced or emphasized within the home Nora responded with descriptions of family gatherings and visitors in the home: "One big thing is Sunday meals after church…we would all have to come to the table." In her descriptions of holidays Nora stated, "We would be in the kitchen, dining room, and living room. Growing up if we did have like Thanksgiving in our house, people were in each room and conversations flowed throughout." Nora also highlighted prayer meetings hosted by her family when she said, "people from the church would come and pray and afterwards we'd like have a brunch breakfast together." During the follow up interview Nora made the connection between her experiences in her childhood home and her personal desires for her future home by stating, "I think as a result of my background, it's really important to me to have a formal dining room. A space where people can collect." Considering important family traditions and rituals enabled Nora to voice a desire for space conducive to promoting similar traditions within her own home.

Similarly, Nora discussed the value placed on cultural ties and family values within her childhood home. When considering family values evident within the home Nora stated:

> Definitely through artwork um there were a lot of wood carvings that my parents got from the Bahamas and stuff that would say stuff in like French and Creole related to religion and the Bible…it was on a physical and spiritual level.

Nora again referred to her family of origin as she remembered specific elements of her childhood home: "…my mother…she always had mirrors everywhere. I love mirrors. Big mirrors, small mirrors, I like having them around…and if my mother will ever give them up, I'd also like a lot of woodcarvings...and paintings." Nora also described the significance of personal items within her childhood home: "my parent's room…my parents are like me, I mean they don't keep everything, they keep random things that are just not really significant to anyone else, but to them is has some importance." The values stemming from Nora's family of origin appear to strongly influence Nora's desire for displaying her own personality within the home. She described her parent's style: "I wouldn't do my parent's style but I liked it. It was very them so I liked that." Nora frequently made the connection between the way in which her childhood home reflected her family of origin and the value she now places on the way in which her home should reflect her own personality. Encouraging discussion of family of origin enabled Nora to reflect on her home and lifestyle background and therefore more clearly communicate her expectations and desires for her future home with the researcher and with her partner, James.

As James listened to Nora's childhood experiences of home, he developed his own responses, revealing a different experience. James expressed fewer ties to family values and traditions: "I don't really feel like I had a lot of family traditions…it was never at our house it was always in my aunt's or my cousin's or something." James again noted spending time away from home when he said: "I spent a lot of time at other friends' houses. I would always notice the differences from where I lived and where they lived." James later described his childhood home: "resentful…frustrating…probably nothing good…um…really unfair…its funny because that was my favorite house to live in…my room just became my own little one bedroom apartment…that was my space." Despite this description, James added: "it was home…it was kinda free. I found

myself really free to express myself." After reflecting on the overall feeling of his childhood home, James described his mother and how her passion for art influenced the style of his childhood home: "my mom was an artist also so a lot of decorations were her own creations...It was very African-American or African-inspired in general. Which I thought was actually kinda cool, I mean everything in the house was unique."

Like Nora, James also began to make connections between his past home and lifestyle experiences and the ways in which these experiences might influence his preferences for his future home. When asked about valuing the appearance of his home, James commented: "I come from where it wasn't valued, and now I want to be more active in those kinds of things." He also stated, "I don't have anything personally from my past that I want to bring...[Nora and I] haven't really talked about it much, but to bring in cultural aspects, various cultures…it would be kinda cool." Through reflection on his past, James begins to reveal how his childhood experience of home now encourages him to value his space and to be involved in the design process.

During conversations about Nora and James's childhood homes and families of origin, comments pertaining to health, safety, and welfare (HSW) within the home were also noted. The researcher asked Nora about her least favorite space within her childhood home and Nora responded, "The backyard. There were just a lot of bugs and I have a lot of allergies so it was just never pleasant to go back there." In a later discussion of household responsibilities Nora mentioned allergies again: "a lot of cleaning products I couldn't touch and dust would irritate my asthma so I got out of it." James described his least favorite room: "The living room…all of the dogs were there. It was obnoxiously loud. There was a lot of acoustics going on." In describing his childhood personal space and his ideal future personal space James mentioned noise again saying that his childhood personal space was: "space for writing…and listening to music as loud

as I wanted" and his future personal space would be: "A separate music studio. Lots of music posters and sound proof walls and stuff…my music cave." Both allergies and noise levels impact the user's health, safety, and welfare within the home. Questions about Nora and James's least favorite spaces within their childhood homes elicited information that may enable the designer to better meet each partner's health, safety, and welfare needs within the home. Discussions of home and lifestyle background reveal negative past experiences with allergies and noise and lead to a greater understanding of the impact that allergies and noise levels have on Nora and James.

The HLA and interview with Nora and James first explored individual experiences, but later encouraged conversation pertaining to the couple's shared values (CV). Both Nora and James highlighted the importance of home as a place of comfort, a place to express personality, and a place to reflect their values as a family. When asked what she wants her home to say about the people living within, Nora stated:

> We have style and sensibility and are really into a lot of various things but we are a family. We enjoy being a family. Its fun being a family…would want it to be evident that I am an artist. Art is appreciated.

James also mentioned the emphasis on family and the home reflecting the values of those within: "As a couple and family, that we are very modern, progressive, productive." The researcher also sought to gain a deeper understand of the values of this couple during the following conversation:

> Researcher: what do you want most to get out of your future home?…a status symbol? Are you more concerned about it being efficient? Economical? Comfortable?
> Nora: more concerned with being efficient. Suiting our lifestyle so that we can settle and be comfortable there and not be thinking, ok, where are we gonna go after this.
> James: definitely more efficient and personal. Kinda try to make it something that flows really well and also speaks to who we are, mostly as a couple.

Discussing the couple's shared values of home provides the researcher with insight as to what is important for this couple. This example demonstrates the value that Nora and James place on function and personalized design solutions rather than frivolous or trendy design.

Discussion surrounding family of origin and experiences within their childhood homes led to increased communication between Nora and James regarding decision-making (DM) in the design process. Nora spoke confidently about her childhood home, personal style, and sources of design inspiration. James seemed less confident when discussing how he thinks design decisions will be made:

> I need more time to learn things and get an idea of where I am going with things. You just know. I think you'd probably have the stronger opinion. I think it would be very equal when it comes to the living room and maybe the bedroom.

Nora's response affirmed James's sentiment: "I think you would want to be present just for the initial 'here's what we like, here's what we want'." James then light-heartedly, but honestly stated, "I think you underestimate me a bit." Although appearance was not valued or emphasized in his childhood home, James expressed desire to play a bigger role in making future design choices. This example of increased communication led to further discussion about decision-making within the design process.

The follow up interview was filled with rich comments and revelations about how Nora and James hope to make decisions as a couple. In a reflection on the overall HLA experience Nora states:

> I think it reminds us to take both of us into consideration and sort of like 'ok, well you grew up in this type of space and these are the type of things that you think are necessary' and 'I have my own things that I find important'…I think it's good. I think it facilitates a conversation of really like hashing out 'so what do you want?' and 'how can we make that work in a space?'

James also commented on the importance of considering their individual backgrounds prior to making design decisions: “We can take into account our backgrounds and kinda build around that. Like me considering how organized and just extravagant your parent's homes always were.” James also noted, “She was so surprised that I actually wanted to take part in designing and decorating the place…I think we both gained appreciation for the approach we will take to decorating our dream home.” In response Nora stated, “I think it makes home planning a lot more enjoyable…now I know that you're willing to be engaged and involved…I think that was really helpful overall, just discovering unsaid things.” Conversations between Nora, James, and the researcher illuminated important information regarding ways in which this couple would like to make design decisions in a more collaborative manner.

The follow up interview with Nora and James demonstrated evidence of increased communication between partners (CC). The second section of the HLA facilitates discussion of each partner’s current home. Nora and James currently live together and therefore provided individual perspectives of their shared home. During the follow up interview, the researcher asked Nora and James to describe the experience of hearing their partner’s perception of their shared space. Nora responded, “I think you had said about the current space, it’s a lot of stuff in general...hearing you say it, its like ‘oh I guess it is sort of overwhelming’.” Similarly, James stated, “I think I got a lot of insight from your answers. I remember you talking a lot about how disorganized things were, and I am so used to things being disorganized.” After hearing one another’s perceptions of the space and desires for their future shared space, both Nora and James developed new insights and were able to increase communication surrounding their individual differences. James noted that overall conversations about home: “became more important and

more frequently discussed." Nora's final comment sums up the couple's communication as a result of the HLA: "there is a lot of stuff that comes out in all of these questions."

The HLA and interview with Nora and James emphasize the themes of family of origin values (FOV), health/safety/welfare (HSW), couple values (CV), and decision-making (DM). HLA questions pertaining to each partner's family of origin and childhood home enabled Nora and James to further explore the ways in which their individual childhood homes and lifestyles influence their current and future individual desires within the home. Discussing home and lifestyle background also revealed important information concerning issues of health, safety, and welfare specific to each partner. Individual comments and newly developed insight further enabled Nora and James to communicate shared values pertaining to the appearance of the home, function of various spaces within the home, and personality expressed through the design of their home. Dialogue on the topic of decision-making during the interior design process emerged as a result of each partner listening to the other partner's responses to various HLA questions. Communication in each of these areas was increased both between Nora and James and between the couple and the researcher.

Results from Nora and James's HLA address RO2: How or to what degree personal background and life experience influence home and lifestyle values and design preferences. Nora and James's responses also address RO3: How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer a) How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces; and b) How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Couple 2: Laura and Roman

The case study of Laura and Roman strongly demonstrates three of the seven themes: family of origin values (FOV), health/safety/welfare (HSW), and couple communication (CC). The theme of decision-making (DM) is also evident in this interview. In the overall descriptive notes of Laura and Roman's HLA, the researcher noted that Laura and Roman "agreed with one another multiple times" and "had many general similarities, yet several specific differing needs were revealed." The researcher noted that "parental gender roles, individual differences in financial values and spending habits, and differing preferences for private and public space" may play a role in better understanding Laura and Roman's needs as a couple within the built environment. Laura and Roman were open to answering questions, but seemed skeptical as to how the questions and responses would influence their decisions as a couple and the resulting design solutions. Overall, Laura seemed invested in the HLA process and made several connections between her past, current, and future home and lifestyle:

> A lot of times what you have experienced in life and how that affects you is not as obvious to you as it is to someone else…I would be interested to see what [an interior designer] had to say about it…it would be really interesting to see how they interpret what we say and how they think it should look from what we've said.

Roman seemed unsure initially and later summed up his overall HLA experience by stating, "I don't know that I learned anything new but I think it was good. I think its good to hear the other person talk about it." Roman also stated, "I think there were pros and cons for me. I realized, oh I might do that differently." In contrast to Nora and James, Laura and Roman did not directly acknowledge experiencing increased communication with one another as a result of the HLA. However, the results that follow demonstrate the ways in which discussing home and lifestyle background and experience enlighten the researcher as to each partner's differing experiences and needs.

The second section of the HLA encourages discussion pertaining to each partner's family of origin. Laura and Roman's comments about family of origin (FOV) were laden with remarks about parental gender roles as well as differing values and perspectives related to money. Laura described the gender roles of each parent within her childhood home:

> Very traditional. My mom all the way did all of that…I probably had five different colors of paint in my room…and then three years later, 'ok now we're going to redo it'. It was always her who wanted to redo it...she was all about the décor…I don't think my dad really had much say. Just the price probably but he didn't care really what it would look like.

Later, Laura again referred to gender roles and spending habits of her parents when she stated, "I've never heard my dad make any kind of comment…except like, 'how much does that cost? What are you talking about? This is crazy'…I think he is kind of oblivious to what my mom does." Laura also noted the value her parents placed on living in a new home versus renovating. Her comments provide insight into gender roles and financial values within her family of origin:

> It's my mom. She wanted to move into a new house…they're not renovation people…they'll do little odds and ends projects...my mom is always changing the furniture around…they've never been the renovation kinds of people. They would rather it had already been done for them.

Laura's experience within her family of origin and childhood home reflects traditional gender roles. Her mother placed value on the appearance of the home and was responsible for maintaining the appearance, while her father provided the financial support.

In contrast, Roman described his parents as working collaboratively throughout the decision-making process: "He and my mom would pick out a project and do it all together…I kinda got into that and I liked it too…was excited about it and learned about it." Roman's discussion of the ways in which his parent's made decisions about home design also included comments about money and the value placed on home design:

> A lot of pride that went into the look…its not very much but let's do something really great with it…my stepdad would always kinda get fixated...would learn about certain things...Like he learned about Persian rugs...And he went and got Persian rugs… From growing up…my stepdad really did value craftsmanship in certain things…I feel like I have a sense of like, let's not just buy something halfway there. Let's go ahead and spend the money and make it something nice, if we have the money to do it. At the same time, I don't want my home to speak like that's where I put all my money and all my value.

Roman experienced a more collaborative, hands-on approach to home design. While his childhood home was not lavish, his family made conscious, collaborative decisions about expenses related to the appearance of the home and placed value on these purchases and projects. This portion of the HLA enabled Roman to express his personal values pertaining to funding for design projects and his personal approach to home design.

Throughout the HLA and interview Laura and Roman continued to reference their individual childhood homes. In a discussion about placing value on the appearance of the home, Laura said, "I remember as a kid, being like, I can't believe you care so much…arguing with her…but now I feel like I get it a little bit more…she definitely cared about what it looked like." Laura also remembered: "always trying to help them save money…I don't care to buy the newest house on the block with the newest things, I kinda like the older looks a little bit more." Laura and Roman also commented on each other's childhood experiences. Laura referenced Roman's childhood home as she noted the way in which her family placed differing values on the appearance of the home: "going into your home, its like family photos everywhere...my parents house now, its like decorative vases, which I like."

HLA topics pertaining to family of origin and each partner's childhood home demonstrate to the researcher the differing backgrounds of each partner. The differing values pertaining to appearance of the home, gender roles, and financial values enable the researcher to better understand the ways in which each partner values home and approaches the design

process. Almost in passing, during the conclusion of the HLA, Laura noted: “It is interesting to think about my mom and dad versus your mom and dad…how it was very different.” Again in the follow up interview Laura referenced the conversation about gender roles: “Roles between your parents…I think I would wonder what that has to do with how my house looks, but I think once you talk about it you can see how it would apply in certain situations.” Connections between these childhood home experiences and each partner’s current or future desires within the home were subtle, yet enlightening for the researcher.

Themes pertaining to health, safety, and welfare (HSW) within the home were also evident throughout the HLA with Laura and Roman. Comments regarding natural light, safety and security within their respective homes, ways in which home met and failed to meet their respective needs, and needs for personal versus social space were all topics that emerged during discussion with Laura and Roman. When asked to describe his childhood home Roman responded: “Warm tones. Not a ton of natural light, but still I guess well lit. Comfortable, smaller spaces, obviously no big expanses…compartmentalized.” Comments about natural light and closed-off spaces within the home emerged several more times during the HLA. Later, Roman further discussed needs within the home:

> I don’t think I ever realized any kind of needs until I was in high school...there was never ever talk of like man I wish this house was bigger, it was just kinda, it was home. I remember it feeling small when a lot of people came over...we used outside a lot to make up for that.

Roman noted that as a child he did not notice the small size of his home or the tight spaces within the home. His family made their small home function as needed and adapted the space they did have to meet their needs. Roman later noted that he now prefers shared, social spaces. His experience of living in a very compartmentalized home with smaller spaces may play a role is his current desire for more open public spaces.

Discussions comparing and contrasting needs for personal versus social space within the home suggest differing needs in relation to types of space and the role space plays in both Laura and Roman's experiences of home. Laura commented on her current home:

> I haven't felt very attached to this house at all…but I do really like my [bed]room. For whatever reason, I don't really care for the house or the location of the house, but the room is pretty cozy to me. I like to be in my room…I've never been this unattached to a place where I've lived. Just the house itself...I wouldn't pick it to rent. Its not like there is anything wrong with the house...it just has not been very close to me at all.

While her current home meets her physical needs, Laura seems to note that her home fails to meet her emotional and psychological needs. Laura used the word "cozy" many times throughout the HLA as a way of describing her favorite spaces, feelings of comfort and security, and as she discussed desires for her future home. A conversation between Roman and Laura demonstrated the way in which private and public space evoke different emotions for each partner within the home:

> Roman: Bedrooms they make me sad...It's weird...Bedrooms make me feel alone
> Laura: I'm opposite. I'm like its my little room all hibernated…no one is gonna bother me…I'm in my room... Just need to be alone. It's nice.
> Roman: I'd rather be out, be around people. I don't have to be in the middle of everything but I like to be out and have people around me.

The couple further explored this topic during another portion of the HLA:

> Roman: I don't like me-only rooms…rarely do I want to be in a room by myself.
> Laura: I think the bedroom will probably definitely be my personal space…to sit in bed and do stuff.
> Roman: The living room will be my space. [Pause]. So you think you'll be in the bedroom…just hanging out there?
> Laura: Yeah. That's how I've always been…I feel like we will be together too, but I can see us at night…me being in the room reading in bed…you being out watching TV…I think that's nice. My mom did a lot of reading in her room.
> Roman: I'd never really thought about the personal space part. I've never really thought of you being in the bedroom reading while I was in the living room.

This example demonstrates the way in which the HLA promotes a new topic of conversation between partners (CC). This appears to be the first time Laura and Roman have discussed

different rooms in the home and how they plan to use them. Conversations about use of space and individual needs both increase couple communication and enlighten the researcher to ways in which the wellbeing of each partner should be addressed through the design of the home. These examples demonstrate ways in which Laura and Roman begin to communicate and discover their individual differing needs within the home and provide the researcher with valuable insight for better understanding the health, safety, and welfare needs of each partner.

The themes of decision-making (DM) and couple communication (CC) are also evident throughout Laura and Roman's HLA. Laura described her future home: "comfortable and something that's our style and that we've kinda had a part in all the little details and picked out all of the things." Making decisions as a couple appears to be important to Laura. In the follow up interview Laura turned to Roman:

> It was interesting for me to realize how in your home growing up your mom and your stepdad were very much partners in the way the house was. They did a lot of projects together, where as in my house, my mom did everything. I would like to be more like your mom and Tom, where they are kinda doing things together and it's a joint thing.

These comments are a stark contrast to Laura's experience of having her mother as the key decision-maker in regards to home design. In discussing her future role in decision-making Laura noted, "I don't really enjoy doing those things by myself…I think you have good taste, and I think you have more experience in some of that stuff than I do." Roman's response reflected his understanding of how their individual experiences of parental gender roles may be combined:

> I kinda feel like my job is to foster your vision for stuff too. I feel like I'm not gonna be happy unless you feel like its your own…I kinda value a little of the stereotype of I help out but its you doing it…I'm self conscious about taking over or doing too much.

Laura and Roman did not verbally acknowledge an increase in couple communication or a change in how they might make design decisions as a couple, but their comments enlighten the

researcher to ways in which home and lifestyle background may influence the way in which this couple works together and how they may work with a designer to design their home.

The case study of Laura and Roman provides examples of family of origin values (FOV), health/safety/welfare (HSW), and couple communication (CC). Rather than progressing through topics in a linear fashion with one topic leading to another, Laura and Roman's HLA incorporated these three themes throughout the assessment. Family of origin values played an important role in understanding the influence of parental gender roles and financial motives on each partner. Discussions of personal versus public space revealed key factors for creating a healthy, safe environment for each partner and encouraged a new topic of discussion for Laura and Roman. Although Laura and Roman's HLA did not directly increase communication between the researcher and participant, the information gathered through HLA questions and feedback provided the researcher with valuable insight for understanding the couple's individual, differing needs and expectations for their future home and the design process.

Results from the case study of Laura and Roman address RO2: How or to what degree personal background and life experience influence home and lifestyle values and design preferences. Laura and Roman's responses also address RO3: How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer a) How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces; and b) How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Couple 3: Sarah and William

The case study of Sarah and William demonstrates four of the seven themes: couple communication (CC), couple values (CV), decision-making (DM), and designer-client communication (DCC). Values rooted in each partner's family of origin appear to have less significance for this couple than is evidenced in the previous two couples. In descriptive notes written following the HLA and interview, the researcher noted that both partners "come from similar family structures and backgrounds." The researcher also noted that the couple had "discussed many of these topics in a more general sense previously." William was described as being "less involved in the discussion" although it is noted that he contributed more during the follow up interview. The researcher noted that overall the interview was "fast, simple, and straight forward." The results that follow demonstrate the way in which even simple responses and discussion might lead to increased communication and more in-depth information beneficial to the interior designer.

In terms of couple communication (CC) Sarah and William both expressed feelings of affirmation during and following the HLA. Sarah said: "It was nice to see that we were on the same page. If we had disagreed that could cause conflict…it was good that we agreed but it would be beneficial to see if we disagreed." Similarly, William summed up his perception of the HLA by saying: "Mostly it was confirming that we do like the same things…we hadn't ever really sat down and said yeah this is what we want." The researcher noted that Sarah and William often spoke in terms of "we." This may indicate that, as a couple, Sarah and William have already discussed these topics and have come to some form of consensus regarding their approach to the design process as a couple. Sarah and William individually reflected on conversations that occurred following their HLA. Sarah stated, "We talked about it and thought it

was cool…we had already talked about some of this stuff but we will have to figure out some of our differences…I think it will be helpful." William noted, "We were talking about that too…seeing that's how we grew up but that's not how we want to continue." Sarah and William appear to have communicated about many of these topics in a basic way prior to conversations during the HLA. The partner's individual responses did not appear to surprise the other partner and responses were met frequently with affirmation and agreement. The couple was pleased to discover that they come from similar backgrounds and also have similar desires for their future home and lifestyle. However, the HLA does appear to have promoted deeper communication in these areas and encouraged the couple to vocalize home and lifestyle experiences both to one another and to the researcher.

Communication revealing that Sarah and William are already on the same page, may have led to the simplistic conversation related to decision-making (DM) in the interior design process. When the researcher asked Sarah and William to individually describe their future home, both referred to their values as a couple rather than their individual wants and needs. William stated:

> I would want it to reflect who we are. We both want to have family pictures. Stuff that makes our faith open, its very evident to people what we believe in. As far as furniture, just a place that is open and welcoming.

Likewise, Sarah stated: "Our personality. This house, since we are younger, would be more fun, not as formal as when we are in our 40s. Having things that represent us: bible verses, quotes, song lyrics, stuff that we like." Comments addressing the ways in which each partner values the home also revealed information about the couple and how they plan to make decisions about home design. William stated: "I think she will have more ideas. It may seem like she will value it more but she has very good ideas and I value those." Sarah also addressed this topic: "I think we

will value it equally. I think he will appreciate how it looks or what ideas I have. I think he will value more the cleanliness and having everything in its place." Although Sarah and William responded individually to the questions pertaining to wants and needs within the home, both partners naturally responded in terms of functioning as a unit, sharing similar values and ideas of how decisions will be made.

The communication style demonstrated by this couple revealed very few differing individual values, but rather many shared values as a couple (CV). For example, in discussing personal versus shared space Sarah stated, "I like sharing space. That is definitely what I am used to from the house I grew up in and the house I am in now. I just like being wherever someone else is." William seemed to agree: "I would want to do my work around her. Just clear off the kitchen table and work there." When Sarah and William were asked what they hoped to get out of their future home, both partners referenced function and comfort as being more important than status or a financial investment. William stated: "Definitely not a status symbol. Just function, feel, and comfort for our family." Sarah followed up by saying: "Something cozy, where we can easily host things. It should be functional in that capacity." Sarah and William appear to approach interior design in a similar manner. The HLA with Sarah and William demonstrates the positive outcomes of clear couple communication and shared values pertaining to home and lifestyle.

The case study of Sarah and William highlighted themes of couple communication (CC), couple values (CV), and decision-making (DM). The simple, direct responses that Sarah and William offered differ from the complexity of the previous two couples' responses. Sarah and William come from similar home and lifestyle experiences. Their similar backgrounds may have decreased the significance of discussing topics pertaining to family of origin such as gender

roles, spending habits and financial decisions, and differing styles within their childhood homes. Sarah and William focused more on their communication as partners, shared values as a couple, and their expectation for joint, modest decision-making related to future home design. Due to the simplicity of their responses, the researcher questioned whether this assessment benefited Sarah and William. Sarah responded:

> I think if the answers to these questions change the way a designer would design a space for me…if it was directly tied to the questions, I would be very open to it. If the designer understands what the different answers to these questions mean...if the designer said, 'I did this because...'. That dialogue would be helpful…

For this couple, the true benefit of the HLA would be evaluated by the links created between the information gathered and the resulting design solution. The HLA did not necessarily reveal new information between partners, but it did promote deeper exploration of topics previously discussed by the couple, providing insight for the researcher regarding the couple's shared values and desires pertaining to the home environment.

The results of Sarah and William's HLA address RO2: How or to what degree personal background and life experience influence home and lifestyle values and design preferences; and RO3a: How or to what degree the HLA improves the ability of clients to express specific desires and needs for living spaces.

Themes Across Couples

The same HLA was tested with all three couples therefore encouraging similar types of discussion. However, each individual and couple answered the questions in different ways, therefore adding emphasis to the topics most significant to their unique home and lifestyle experiences. Although each couple's case study strongly demonstrated particular themes, some themes were found to have significance across couples. The themes of designer explanation (DE) and designer-client communication (DCC) are found in all case studies.

The theme of designer explanation (DE) is most evident in the segments in which the researcher is introducing the HLA, clarifying a question, or helping clients make the connection between the question and its relevance to interior design. Segments in which the researcher did not, but should have or could in the future provide further explanation were also considered designer explanation. Throughout each interview, segments labeled designer explanation are areas in which the researcher is guiding the conversation through explanation and clarification. Many examples of designer explanation are evident in discussion found in the follow up interviews. During the follow up interviews couples were asked if any of the HLA topics or questions seemed surprising or uncomfortable. All three couples expressed the importance of prefacing the questions or setting them within a context that would better clarify the question's purpose and connection to interior design. Sarah was initially confused but later made a connection as to why the designer asked about her siblings and family of origin:

> When you asked about gender of siblings…if you grew up with all boys, you are probably used to very durable furniture and not a lot of breakables. That's probably something you are not saying out right, but its something you are used to and would lean towards, so I can definitely see how that would be helpful to know.

James gave a similar response in terms of the importance of explaining the purpose of the HLA:

> I imagine its easy to take what's been learned [in school], to know what colors work with what and to just basically follow what your customers are saying, but if you take the time to get to know where they come from and get a sense of their background you see why they're choosing…why they've given you this list of things they want for their home.

Roman made an important point in one of his follow up interview responses when he stated: "If it makes sense for the scope of work that the interior designer is doing it could have a lot of baring." If the designer can justify discussing the topics presented within the HLA, the information gathered could greatly impact the design solution. These comments demonstrate the importance of explaining to participants the purpose behind each question and the way in which

each response influences decisions made by the couple and the designer. As the designer explains the significance of a question or contextualizes the question within the scope of the design project, the client is able to provide new types of information that better inform the designer of the client's needs. The opportunity for and value found in designer explanation addresses RO3: How use of the HLA changes (or improves) the type of information elicited by the interior designer b) How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Similarly, designer-client communication (DCC) plays a significant role in each of the three interviews. As discussed above, it is the responsibility of the designer to make the HLA topics relevant and to use the client responses to create more appropriate design solutions. However, communication must go in both directions. The designer must communicate the significance of the topics, the client must be open to vocalizing their experiences and desires, and then the designer must take note of important information and ask additional questions in order to gain deeper insight and understanding. William expressed this idea when he stated:

> I like being able to see the big picture. If you think of a lot of specifics first, you don't know whether you will be able to fit it in the space. I like to kinda think about the bigger picture and then focus on the specifics.

The communication between designer and client is a cyclical process: the designer poses a question, the client responds, and the designer probes further with another question. This cycle starts at a more general level and then narrows until the designer has gathered the specific information necessary to propose a design solution. This increase in designer-client communication addresses RO3: How use of the HLA changes (or improves) the type of

information elicited by the interior designer a) How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.

Using an interactive format for the HLA promoted more in-depth communication between partners and designer-client communication. The activity requiring participants to sketch their childhood and current home floor plans triggered memories and encouraged discussion of both pros and cons within childhood and current homes. Sarah described sketching the floor plan of her home:

> I really liked drawing the floor plan of the house I am in now and then seeing that I really like that…I've never really thought about what I would want in a home…that knowledge of knowing what I like is helpful. It kinda narrows down the process a little bit.

William's experience of drawing his childhood floor plan and current floor plan enabled him to discover his evolving wants and needs within the home:

> I liked seeing them both. It was cool to see what I grew up with and what I liked about it and didn't like about it. Like with the TVs, it was part of my childhood, but I learned that its not something I would want now…I think its helpful because there are differences and you are able to have a comparison.

Roman noted being surprised initially by the activity, but also the ways in which sketching the floor plan (see sample sketches in Appendix K) required him to think about the function of space within his childhood home:

> Drawing the floor plan was unexpected but cool... I don't know how relevant it is, but it was interesting trying to remember my house as a kid. Thinking about your house from the way you used it standpoint instead of just, this is the place I grew up.

Presenting the client with an activity to stimulate memories and thoughts about home appears to increase communication between the researcher and participant, allowing the participant to break the big picture down into smaller, more manageable thoughts. Analysis and results of the floor plan drawing activity addresses RO1 by demonstrating the adaptation of family genogram questions through an activity engaging all participants in the assessment process, unblocking the

system, and clarifying family patterns. Samples of the HLA floor plan sketches can be found in Appendix K.

Chapter 4 reveals results and discussion from Stage 2: testing the HLA. Stage 1 enabled the researcher to develop a valid and reliable HLA to be tested during Stage 2. Stage 2 produced results in the form of seven major themes found within the data: designer explanation (DE), designer-client communication (DCC), couple communication (CC), family of origin values (FOV), couple values (CV), health/safety/welfare (HSW), and decision-making (DM). Chapter 5 further clarifies the significance of these findings, discusses limitations of the study, and offers suggestions for continued research on this topic.

CHAPTER 5

CONCLUSION

The purpose of this study was to demonstrate ways in which cross-disciplinary collaboration and resource adaptation may further inform the work of residential interior designers, enabling designers to meet the challenges brought about through working closely with couples. This study included the development of a client assessment tool (referred to as the Home Lifestyle Assessment) for use in the programming and predesign research phase of residential interior design followed by three case studies demonstrating application of the Home Lifestyle Assessment. The purpose of the HLA was to explore the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment. A two-stage pilot study was conducted in order to attain the three research objectives.

Stage 1, development of the HLA, fulfilled the first objective: How to effectively adapt the genogram from the field of marriage and family therapy for use by residential interior designers. Stage 1 included an adaptation and combination of the family genogram, family floor plan, and existing interior design programming topics. The researcher adapted questions and formatting from these three sources during the course of developing the HLA. Stage 1 also

included conducting a focus group to gain feedback and insight on the proposed HLA. Focus group feedback aided in revising the proposed HLA questions and topics. Resulting comments were both general and specific. General comments (coded "HLA Objectives") were used to guide the revision process and included discussion of the overarching purpose of the HLA as well as how the elicited information might benefit a residential interior designer. Specific comments (coded "HLA Revisions") were used to eliminate, revise, or add topics or questions to the HLA. Stage 1 was concluded as the researcher implemented revisions and finalized the Home Lifestyle Study to include a 9-question written demographic portion, a 66-question verbally administered interview guide, and two floor plan drawing activities.

Stage 2, testing the HLA, fulfilled research objectives two and three:

(4) How or to what degree personal background and life experience influence home and lifestyle values and design preferences.

(5) How use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by the designer

   a. How or to what degree it improves the ability of client(s) to express specific desires and needs for living spaces.

   b. How or to what degree it aids the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment.

Stage 2 of this study included interviews and testing of the HLA with three couples. The HLA was tested with each couple and then each couple participated in a follow up interview. Analysis of the HLA results demonstrated seven major themes: designer explanation (DE), designer-client communication (DCC), couple communication (CC), family of origin values

(FOV), couple values (CV), health/safety/welfare (HSW), and decision-making (DM). This study reveals that the HLA increases both partner communication and designer-client communication. The study also reveals the significance of discussing family of origin values and experiences within the childhood home as a method for increasing communication of unique elements of health, safety, and welfare and in putting voice to current or future individual and/or couple values. Discussing the decision-making process within each partner's family of origin leads to increased communication about expectations for the couple in regards to how they plan to make decisions. The designer also plays an important role in explaining or communicating the purpose of the various topics discussed throughout the HLA and placing them within a context that promotes the significance of each topic in leading to a better design solution.

Significance

Through the completed study, the researcher provides an example of the way in which cross-disciplinary collaboration and resource adaptation further informs the work of residential interior designers and prepares designers to meet the challenges brought about through working closely with couples. This study serves as a pilot study providing implications for practice, pedagogy, and future research.

Practice. The adaptation of the family genogram and family floor plan activity provide residential interior designers with a new approach to client assessment and a communication tool to improve the programming phase of the design process. This study demonstrates the significance of discussing individual home and lifestyle background in gaining greater understanding and insight into the deeply rooted needs and desires of partners as individuals and as a couple. This study also demonstrates the ways in which conversations about home and lifestyle background increase both communication between partners and communication

between the couple and the interior designer. Increasing communication between partners and between the couple and the interior designer may lead to more personalized and sustainable design solutions, therefore strengthening the role of the residential interior designer.

It should be noted that the HLA is not designed as a therapeutic tool, but it may have therapeutic benefits as it aids in the process of change. Follow up interviews with each couple demonstrated ways in which the HLA promoted new topics of conversation, enlightened each partner to the other's experiences, perceptions, and needs, and enabled participants to reflect on ideas indirectly learned through the HLA process. The significance of these therapeutic benefits leads to an important element of the HLA process: the interior designer must maintain boundaries and function within the profession's scope of work. Resources from family therapy were referenced in the development of the HLA, and the HLA demonstrates therapeutic benefits, but the interior designer does not begin to function as a therapist. However, the therapeutic benefits for the client may lead to increased communication and a change in perspective. The HLA provides a way of engaging both partners in the client-designer conversations, helping each partner to realize and express their opinions and feelings about their physical environment. Giving voice to each partner makes it easier for the interior designer to understand each partner and work with the couple as a unit.

Follow up interviews played a significant role in providing the researcher with information that may not otherwise have been known. The follow up interviews enabled the researcher to clarify information gathered during the HLA and also to discuss with each participant any concerns or new information that may have emerged following the HLA. When used by a practicing interior designer, the HLA should be used as a supplementary programming tool. Subsequent designer-client conversations and meetings provide opportunity for clarification

of responses and continued discussion of each partner's desires and needs. It is important to allow time for reflection following the HLA. As demonstrated in this study, participants may later reveal new or different information. Participants may also note new insights or change in perspective after further consideration of HLA topics and reflection on the responses of their partner.

Finally, it is significant to note that each HLA process will vary. As seen with Nora and James, the topics progressed in a smooth, linear manner with each topic influencing and encouraging elaboration upon the next. Laura and Roman did not demonstrate a linear progression through the topics, but rather incorporated various aspects of each topic throughout the HLA. Sarah and William demonstrated another variation as they offered simple, more direct responses to each topic as it was presented. The HLA was designed as a set of topics and questions used to guide the interior designer in more in-depth designer-client communication. One advantage of this format is that the designer can adjust the questions to meet a variety of scenarios and project types. Although each couple participated in a slightly different manner, the HLA fulfilled its purpose as it aided in increasing communication and providing the researcher with new, valuable information.

Pedagogy. Using the HLA in an academic setting exposes interior design students to a new method for client assessment, providing students with a skill development that is not otherwise learned. As discussed in Chapter 4, the communication between the designer and client is a cyclical process. Not only does use of the HLA enable the designer to gather information from the client, but it also demonstrates the way in which clients experience change as a result of responding to the HLA questions and topics. This is an implication seen in therapy: questions are not just for gathering information; questions can lead to a change for the person

and/or couple. The HLA can be used as a teaching tool, encouraging students to consider their own childhood, current, and future homes. Students could practice the HLA process in pairs or small groups to learn interview and client assessment skills, explore new topics related to the home environment, and promote critical thinking for design solutions that best meet a variety of differing needs and perspectives.

Recommendations for Future Research

Follow up interviews with participating couples evolved to include questions about each couple's overall perception and experience of the HLA. Responses did not fulfill the original objectives of the study, but did provide insight and direction for continued research on this topic and future application of the HLA. HLA revisions and possible directions for future research as suggested by study participants include:

1. Develop a key or standardized format to guide the process for labeling the floor plan sketches. (Note: While the floor plan sketch is intended to aid the client in recalling past home and lifestyle experiences, a standardized format may aid the designer in interpreting the sketches.)
2. Test the HLA for use by other professionals. Study participants suggested potential value for use by real estate agents, architects, or as an additional topic for premarital counseling.
    a) How does use of the HLA change (or improve) real estate agent-client communication and the home buying process?
    b) How does use of the HLA change (or improve) architect-client communication and the home design and building process?

c) How does inclusion of the HLA as an additional topic in premarital counseling change (or improve) couple communication regarding individual home and lifestyle background and influence future needs and desires? Or how does use of the HLA change (or improve) premarital couple communication?

As a pilot study, this study offers opportunity for revision and further exploration. The Home Lifestyle Assessment was designed for use as a supplemental programming tool for increasing communication and therefore gaining more in-depth information from clients. The researcher offers the following recommendations for future research:

1. In general, more research should be conducted on the programming and information gathering phases of residential interior design as there has been little published on this topic.
2. The revised Home Lifestyle Assessment should be presented to practicing residential interior designers for feedback and further revisions.
3. The results of this pilot study and additional research should be used to revise the Home Lifestyle Assessment and test the HLA with a larger, more diverse population.
4. The HLA should be tested in an educational setting as a teaching tool, encouraging students to learn interview and client assessment skills, explore new topics related to the home environment, and promote critical thinking for design solutions that best meet a variety of differing needs and perspectives.
5. Future studies may wish to expand on the findings from (RO3) by asking the following questions in regards to how use of the Home Lifestyle Assessment changes (or improves) the type of information elicited by residential interior designers:

a. How or to what degree does it aid the designer to develop and present design solutions demonstrating a more meaningful and sustainable home and lifestyle design?
b. How or to what degree does it aid the designer to meet couple's differing needs? (Note: Presenting a design solution as a result of the HLA responses would further evaluate the effectiveness of the HLA.)

Conclusions

This study had a significant impact on me: as a student, as an interior designer, and as a researcher. As a student, I was challenged to examine literature, theories, and practical experiences not only within the field of interior design, but also in a new area new to me: marriage and family therapy. The opportunity to observe therapy sessions and work alongside marriage and family therapists has forever changed the way in which I seek to understand relationships, human behavior, and family systems. As an interior designer, I was challenged to expand my knowledge and explore the necessary, yet often neglected areas in which interior designers rarely receive formal education. As an interior designer, I feel that I am contributing to our profession by suggesting that interior designers deepen their knowledge by broadening their understanding of their clients and better addressing each client's deeply rooted needs. As an interior designer, I have also been challenged to re-think the way in which I approach work with couples and families, the way in which I communicate with my clients, and to improve the way in which I assess individual and cumulative needs from multiple perspectives. As a researcher, I have completed my first study. This research has inspired me to dig deeper, to ask more questions, and to continue to explore new ways in which the work of interior designers can be strengthened.

This pilot study provided the initial development and testing of a new communication tool and client assessment for use by residential interior designers. Development of the Home Lifestyle Assessment involved adaptation of questions and topics from the family genogram and adaptation of formatting from the family floor plan. The final version of the Home Lifestyle Assessment includes a written portion of nine demographic questions, two floor plan drawing activities, and 66 questions used to guide conversations pertaining to family of origin, childhood home, current home, partner's home, and future home.

The purpose of the Home Lifestyle Assessment was to explore the meaning of home and lifestyle in a manner involving the full participation of clients, resulting in (a) identification of personal background factors that may influence perceptions and desires within the residential built environment, (b) increased communication addressing client home and lifestyle background, (c) increased communication between partners, enabling the couple and the designer to better understand each partner's differing values, perceptions, and needs, (d) a more personalized understanding of health, safety, and welfare aspects of the residential interior environment. Case studies including use of the HLA were conducted with three couples. Results demonstrate increased communication between partners and between the couple and the designer. Introduction of new topics to the field of residential interior design appears to increase communication, increase understanding of home and lifestyle background, and enable the designer to gather more in-depth information that may improve the overall design solution by addressing the root cause of each client's needs pertaining to health, safety, and welfare within the home.

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APPENDIX A

STAGE 1 IRB APPROVAL LETTER

The University of Georgia

Office of The Vice President for Research
DHHS Assurance ID No. : FWA00003901

Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, Georgia 30602-7411
(706) 542-3199
Fax: (706) 542-3360
www.ovpr.uga.edu/hso

APPROVAL FORM

Date Proposal Received: 2013-04-11 **Project Number:** 2013-10881-0

Name	Title	Dept/Phone	Address	Email
Dr. Jerry E. Gale	PI	CHFD 107 Family Sci Ctr, I 706-542-8435		jgale@fcs.uga.edu
Ms. Anna Auman	CO			annaauman@gmail.com

Title of Study: The Home Lifestyle Assessment for Improving Interior Designer and Client Communication: A cross-disciplinary Adaptation of the Family Genogram (Phase I: Focus Group & Assessment Development)

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45 CFR 46 Category: Expedite 6,7
Parameters:
Approved for Phase I only;

Change(s) Required for Approval:
Revised Application;
Revised Consent Document(s);

Approved : 2013-05-02 **Begin date : 2013-05-02** **Expiration date : 2014-05-01**

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs: **Funding Agency:**

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:
. . . of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
. . . of any significant changes or additions to your study and obtain approval of them before they are put into effect;
. . . that you need to extend the approval period beyond the expiration date shown above;
. . . that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigtor refer to the IRB Guidelines.
Use the attached Researcher Request Form for requesting renewals, changes, or closures.
Keep this original approval form for your records.

Bonita P. Poore

Chairperson or Designee,
Institutional Review Board

APPENDIX B

AAG APPROVAL LETTER

Gmail by Google

Anna Auman <annaauman@gmail.com>

ASPIRE Advisory Group: Proposal for Research

Megan Ford <ford.megan@live.com> Tue, Apr 30, 2013 at 10:54 AM
To: Anna Auman <annaauman@gmail.com>
Cc: "jgale@uga.edu" <jgale@uga.edu>

Hi Anna,

I wanted to inform you that as of Friday, April 26th, your proposal for research at ASPIRE has been approved by the AAG.

Thanks,
Megan

Megan Ford, M.S., LAMFT
Aspire Clinic Coordinator
College of Family & Consumer Sciences
University of Georgia
(706) 542-4486
(706) 542-6795

Date: Tue, 16 Apr 2013 22:44:57 -0400
Subject: ASPIRE Advisory Group: Proposal for Research
From: annaauman@gmail.com
To: ford.megan@live.com
CC: jgale@uga.edu

[Quoted text hidden]

APPENDIX C

STAGE 1 CONSENT FORM

PARTICIPANT CONSENT FORM

I, _____, agree to participate in Phase 1 of a research study titled "THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS-DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM " conducted by Anna Auman from the Department of Textiles, Merchandising, and Interiors at the University of Georgia (542-4888) under the direction of Dr. Patricia Hunt-Hurst, Department of Textiles, Merchandising and Interiors, University of Georgia (542-4888) and Dr. Jerry Gale, Department of Human Development and Family Science, University of Georgia (542-8435). I understand that my participation is voluntary. I can refuse to participate or stop taking part at anytime without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. If I decide to stop or withdraw from the study, or if the investigator decides to terminate my participation without regard to my consent, the information/data collected from or about me up to the point of my withdrawal will be kept as part of the study and may continue to be analyzed, unless I make a written request to remove, return, or destroy the data that can be identified with me.

The reason for this study is to test the Home Lifestyle Assessment as a tool used to 1) increase communication between interior designers and their clients, 2) identify personal background factors that may influence perceptions and desires within the residential built environment, and 3) increase communication about home design and lifestyles between partners. If I volunteer to take part in Phase 1 of this study, I will be asked to do the following things:

1) Participate in small group discussion with students and faculty in the fields of residential interior design and marriage and family therapy (lasting approximately 1-2 hours)
2) Provide feedback for the development of the Home Lifestyle Assessment. Participants will be asked to review each question on the Home Lifestyle Assessment and address the following points: 1) are the questions clear and easily understood by an adult from the general public; 2) do the questions elicit recall of one's home growing up; 3) do the questions elicit responses that can increase in-depth communication between partners; 4) are the questions relevant to the understanding of a previous home and lifestyle of one's partner; 5) do the questions increase or inhibit in-depth communication beneficial to the interior designer?
3) The focus group session will be videotaped for the purpose of recording data. Recordings will remain confidential and will be stored in a secure location and will be retained until the study is complete (August 2013).
4) Someone from the study may call me to clarify my information.
5) My information will be kept until the study is complete (August 2013).

There are no direct benefits associated with participation in this focus group.

No risk is expected for focus group participants. The researcher will fully describe the purpose and process of the focus group and discuss the overall objectives of the study.

No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission, except if it is required by law. I will be assigned an identifying number and this number will be used on all identifying information.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

_____	_____	_____
Name of Researcher	**Signature**	**Date**

Telephone: _____
Email: _____

_____	_____	_____
Name of Participant	**Signature**	**Date**

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

5-2-13
5-1-14

APPENDIX D

STAGE 1 HANDOUT

"THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS-DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM "

STUDY OVERVIEW

A two-phase study to 1) develop and refine the Home Lifestyle Assessment, and 2) conduct a pilot study with 3-5 couples to test the Home Lifestyle Assessment.

Informed by studies and theoretical frameworks centered around families and human interaction, the researcher in this study aims to find ways in which cross-disciplinary collaboration and resource adaptation may further inform the work of residential interior designers, enabling designers to meet the challenges brought about through working closely with couples.

The study will serve as a pilot study for potential future research. Focus groups will aid in developing and refining a client assessment tool (referred to as the Home Lifestyle Assessment) while the subsequent interviews with 3-5 couples will serve as a method for testing the Home Lifestyle Assessment as a tool to be used by residential interior designers during the programming and predesign research phase.

The following research questions will be addressed:

(2) How well is the genogram from the field of marriage and family therapy adapted for use by residential interior designers?
(3) How does use of the Home Lifestyle Assessment change (or improve) the type of information elicited by the designer
    a. How or to what degree does it improve the ability of client(s) to express specific desires and needs for living spaces?
    b. How or to what degree does it aid the ability of the designer to better communicate and understand client(s) desires and needs while increasing the health, safety, and welfare of the built environment?
(4) How or to what degree do personal background and life experience influence home and lifestyle design preferences?

WHAT WILL YOU DO AS A FOCUS GROUP PARTICIPANT?

- As a trial run for future interviews, the researcher will ask each participant to sketch a basic floor plan of his or her childhood home. The researcher will ask questions to spur thoughts and ideas as the participant draws the floor plan.
- The researcher will present all additional questions. Participants should make written notes or comments about the questions.
- Discussion will take place following completion of the floor plans and questions.

As you sketch your childhood floor plan and listen to the additional questions, please consider the following for discussion:

1) Are the questions clear and easily understood by an adult from the general public?

2) Do the questions elicit recall of one's childhood home and experiences of the home?

3) Do the questions elicit responses that can increase in-depth communication between partners?

4) Are the questions relevant to understanding the previous home(s) and lifestyle of one's partner?

5) Do the questions increase or inhibit in-depth communication beneficial to the *interior designer*?

DEMOGRAPHIC INFORMATION (RESPONSES GIVEN VIA WRITTEN FORMAT)

a. Date of Birth
   - _____

b. Gender
   - Male/Female

c. Race/Ethnicity - (*How should this topic be addressed? The researcher is interested in how cultural/ethnic/racial background will influence design decisions/style/function & use of space.)

d. What is the highest level of education you have completed?
   - Less than High School
   - High School/GED
   - Some College
   - 2-Year College Degree (Associates)
   - 4-Year College Degree (BA, BS)
   - Master's Degree
   - Doctoral Degree
   - Professional Degree (MD, JD)

e. What is Your Current Occupation?
   - _____

f. What would you estimate to be the average income for your family of origin?
   - Less than $20,000
   - $20,000-$39,000
   - $40,000-$59,000
   - $60,000-$79,000
   - $80,000-$99,000
   - $100,000+

g. What is your current family income?
   - Less than $20,000
   - $20,000-$39,000
   - $40,000-$59,000
   - $60,000-$79,000
   - $80,000-$99,000
   - $100,000+

INTERVIEW QUESTIONS (ASKED VERBALLY)

FAMILY OF ORIGIN

1) Family of Origin
    a. How many members are in your immediate family?
    b. Please describe your sibling constellations.
        i. How many siblings do you have?
        ii. What are the genders of your siblings?
        iii. Were you more closely connected with any of your siblings?
    c. Were there any major transitions or changes in the structure of your immediate family (i.e. divorce, remarriage, births/deaths)?
    d. What were the gender roles of each parent? Who functioned as the head of the household?
    e. Were there any specific family traditions that took place within the home (i.e. holidays, gatherings, celebrations)?
    f. Were any specific family values practiced within the home (i.e. religious practices, family rituals)?

CHILDHOOD HOME – Please sketch a basic floor plan of your childhood home (the house that most strongly represents "home" during your childhood). As the following questions are asked, please make notes on your sketch to aid in discussion.

2) Immediate Household: Childhood Home (Physical Environment)
    a. How many different homes did you live in during childhood/adolescence?
    b. Describe the type of physical structure that best represents your childhood home (i.e. single family home, multifamily housing, etc.).
    c. Who lived in the home (i.e. immediate family members, multigenerational, friend, etc.)?
    d. Did you have your own personal space anywhere in the home? If so, where was your personal space?
    e. Was any particular space restricted or off-limits to you?
    f. What was your favorite space or room in the home and why?
    g. What was your least favorite space or room in the home and why?
    h. Identify and describe your parent's favorite spaces within the home? Sibling's favorite space?
    i. In which space or room did you spend the most time?
    j. In which space or room did your family spend the most time?
    k. How did your home meet or fail to meet the physical needs of each family member?
3) Immediate Household: Childhood Home (Experiences)

a. How would you describe the overall feeling of the home (i.e. safe, welcoming, cold, overwhelming, etc.)?

b. Were there many visitors to the home (i.e. neighbors, friends, relatives)?

c. What rooms were used for visitors? Did visitors impact the way space was used in the home?

d. Were there any spaces or rooms in which visitors were not allowed?

e. How would you describe the feeling of your personal space within the home?

f. How were decisions made about the appearance of the home? Who made decisions about the overall appearance of the home?

g. Did you value the appearance of the home? Your family? A certain family member?

h. What were each family member's responsibilities in the home? (Cleaning, organizing, decorating, etc.) Were responsibilities equally distributed, specifically assigned, or assigned as needed?

4) Transition and Change: Childhood Home

a. How many times did you move or relocate to a new home during your childhood?

b. What major life events relate specifically to your home (i.e. additions/changes to your family structure, celebrations)?

c. Did your childhood home ever undergo a major renovation? How did this experience impact you and/or your family?

d. What historical events have impacted or changed your experience of home (i.e. economic changes, political changes, community changes, etc.)?

CURRENT HOME –Please sketch a basic floor plan of your current home. As the following questions are asked, please make notes on your sketch to aid in discussion.

5) Immediate Household: Current Home (Physical Environment)

a. Describe the type of physical structure that best represents your current home (i.e. single family home, multifamily housing, etc.).

b. Who lives in your current home (i.e. immediate family members, multigenerational, friend, etc.)?

c. Did you have your own personal space anywhere in the home? If so, where is your personal space?

d. Is any particular space restricted or off-limits to you?

e. What is your favorite space or room in the home and why?

f. What is your least favorite space or room in the home and why?

g. In which space or room do you spend the most time?

h. In which space or room do your guests spend the most time?

i. How does your home meet or fail to meet the physical needs of each resident?

6) Immediate Household: Current Home (Experiences)
    a. How would you describe the overall feeling of your current home (i.e. safe, welcoming, cold, overwhelming, etc.)?
    b. How would you describe the feeling of your personal space within the home?
    c. Who makes decisions about the overall appearance of your current home?
    d. Do you value the appearance of the home? Do other residents value the appearance of the home?
    e. What are your responsibilities in the home (i.e. cleaning, organizing, decorating, etc.)?
7) Transition and Change: Current
    a. How many times have you moved or relocated to a new home after leaving your family home?
    b. What major life events relate specifically to your current home (i.e. additions/changes to your family structure,)?
    c. Have you had major renovations done while living in your current home? How did this experience impact you and/or other residents?
    d. What historical events have impacted or changed your experience of home (i.e. economic changes, political changes, community changes, etc.)?

PARTNER'S HOME

8) Perceptions of Partner's Childhood Home
    a. Have you visited your partner's childhood home? (If not, skip questions b-e.)
    b. What do you think about your partner's childhood home (i.e. overall perception, feeling, appearance)?
    c. Are you comfortable in your partner's childhood home? Why or why not?
    d. Which spaces do you enjoy most in your partner's childhood home?
    e. Which spaces do you enjoy least in your partner's childhood home?
9) Perceptions of Partner's Current Home
    a. What do you think about your partner's current home (i.e. overall perception, feeling, appearance)?
    b. Are you comfortable in your partner's current home? Why or why not?
    c. Which spaces do you enjoy most in your partner's current home?
    d. Which spaces do you enjoy least in your partner's current home?

FUTURE HOME

10) Immediate Household: Future Home (Physical Environment)
    a. Describe the type of physical structure that best represents your desired future home (i.e. single family home, multifamily housing, etc.).

b. Who do you envision living in your future home (i.e. family of origin, multigenerational, other relation, etc.)?

c. Describe your ideal personal space within your future home.

d. Describe your ideal shared/public space within your future home.

e. Will you restrict certain spaces from guests?

f. In which spaces do you envision spending the most time?

11) Immediate Household: Future Home (Experiences)

a. What feelings do you want your future home to evoke?

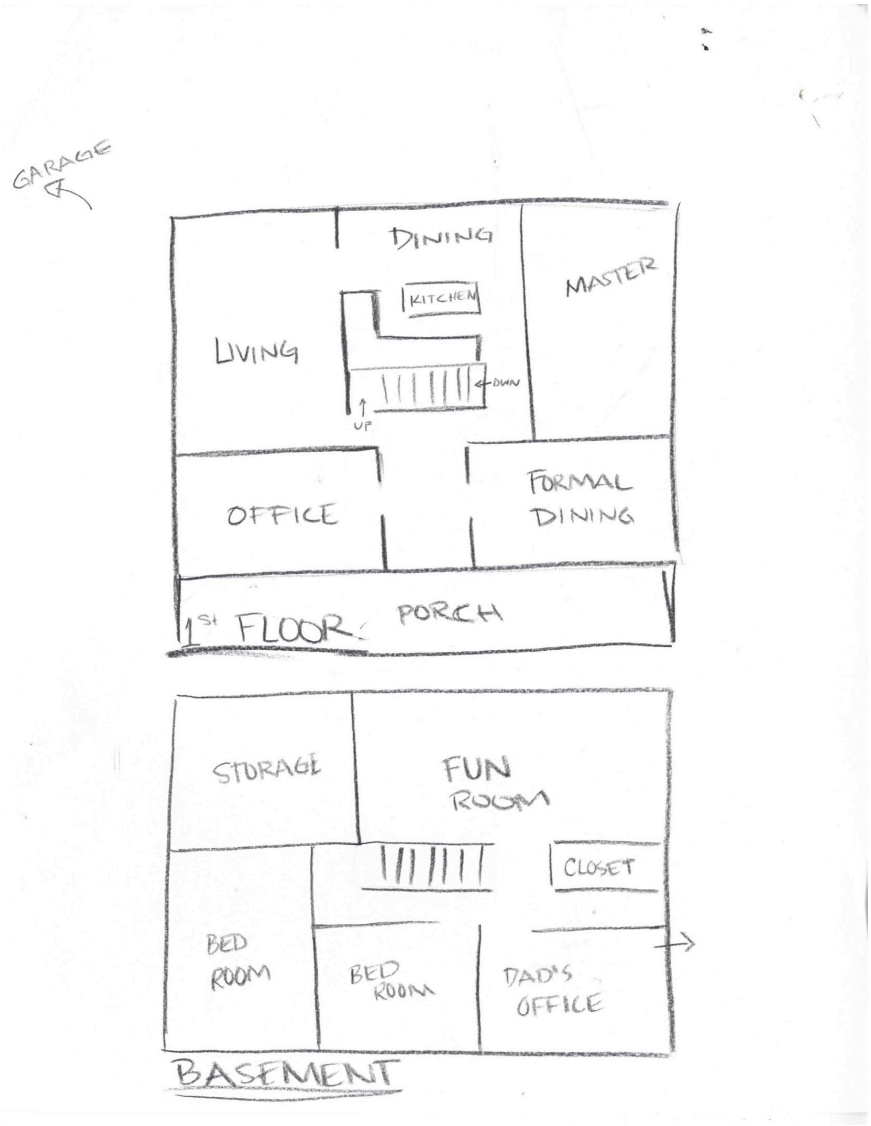
b. Who do you foresee making decisions about the overall appearance of the home? How do you want decisions to be made?

c. Who do you think places more value on the appearance of the home: you or your partner?

d. What do you foresee as both of your responsibilities in the home (i.e. cleaning, organizing, decorating, etc.)? Which responsibilities will be shared? Which responsibilities will be individually assigned?

APPENDIX E

STAGE 1 FLOOR PLAN SKETCH



APPENDIX F

CODE BOOK OF THEMES

CODE	TITLE	DESCRIPTION
Focus Group		
HLA Objectives	HLA Objectives	Segment in which focus group discussion clarified the overall purpose of the HLA and relevance of HLA topics; These segments were broad in nature and were used to guide the HLA revision process
HLA Revisions	HLA Revisions	Segment in which focus group discussion provided specific suggestions for elimination, revision, or addition of HLA questions
HLA and Interviews with Couples		
DE	Designer Explanation	Segment in which the HLA question was explained well or could use greater explanation; May demonstrate an area in which the client would better understand the purpose of the question if the designer can demonstrate the value of the question as it relates to the design solution
DCC	Designer-Client Communication	Segment in which the communication and/or understanding between designer and clients was increased or may be improved
CC	Couple Communication	Segment in which the couple experienced increased communication or understanding related to home and lifestyle experiences and preferences
FOV	Family of Origin Values	Segment in which values from the family of origin were discussed or suggest significant influence on the client's present or future desires for the home
CV	Couple Values	Segment in which values that they couple shares are discussed
HSW	Health, Safety, Welfare	Segment in which topics pertaining to personal health, safety, and welfare within the home environment were discussed
DM	Decision-Making	Segment in which the decision making process was discussed between partners or discussed with the designer

APPENDIX G

HOME LIFESTYLE ASSESSMENT

THE HOME LIFESTYLE ASSESSMENT

DEVELOPED AND TESTED AS PART OF THE STUDY ENTITLED,
"THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS-DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM "

DEMOGRAPHIC INFORMATION: PARTNER A

Please circle your response or respond in the spaces provided.

h. Date of Birth

- _____

i. Gender

- Male
- Female

j. How would you identify your ethnic/cultural background?

(Example: *My Columbian heritage is extremely important to me. My Columbian roots influence my personal style, family traditions, and rituals*.)

_____
_____
_____
_____
_____

---

k. What is the highest level of education you have completed?

- Less than High School
- High School/GED
- Some College
- 2-Year College Degree (Associates)
- 4-Year College Degree (BA, BS)
- Master's Degree
- Doctoral Degree
- Professional Degree (MD, JD)

l. What is your current occupation?

- _____

m. What would you estimate to be the average income for your family of origin?

- Less than $20,000
- $20,000-$39,000
- $40,000-$59,000
- $60,000-$79,000
- $80,000-$99,000
- $100,000+
- Other
- Unsure

n. What is your current family/personal income?

- Less than $20,000
- $20,000-$39,000
- $40,000-$59,000
- $60,000-$79,000
- $80,000-$99,000
- $100,000+
- Other
- Unsure

o. Which best describes your current community?

- Urban
- Suburban
- Rural
- Other (Please describe)

_____

p. Do you currently live with your partner?

- Yes

  If yes, how long have you lived together?

_____

- No
- Sometimes (Please explain)

_____

DEMOGRAPHIC INFORMATION: PARTNER B

Please circle your response or respond in the spaces provided.

a. Date of Birth
   - _____

b. Gender
   - Male
   - Female

c. How would you identify your ethnic/cultural background?

   (Example: *My Columbian heritage is extremely important to me. My Columbian roots influence my personal style, family traditions, and rituals*.)

   _____
   _____
   _____
   _____
   _____

---

d. What is the highest level of education you have completed?
   - Less than High School
   - High School/GED
   - Some College
   - 2-Year College Degree (Associates)
   - 4-Year College Degree (BA, BS)
   - Master's Degree
   - Doctoral Degree
   - Professional Degree (MD, JD)

e. What is your current occupation?
   - _____

f. What would you estimate to be the average income for your family of origin?

- Less than $20,000
- $20,000-$39,000
- $40,000-$59,000
- $60,000-$79,000
- $80,000-$99,000
- $100,000+
- Other
- Unsure

g. What is your current family/personal income?

- Less than $20,000
- $20,000-$39,000
- $40,000-$59,000
- $60,000-$79,000
- $80,000-$99,000
- $100,000+
- Other
- Unsure

h. Which best describes your current community?

- Urban
- Suburban
- Rural
- Other (Please describe)

_____

i. Do you currently live with your partner?

- Yes

  If yes, how long have you lived together?

_____

- No
- Sometimes (Please explain)

_____

INTERVIEW QUESTIONS

These questions are asked verbally to each partner while both partners are present.

FAMILY OF ORIGIN

1) Family of Origin	PARTNER A	PARTNER B
a. How many members are in your immediate family?		
b. Please describe your siblings. i. How many siblings do you have? ii. What are the genders of your siblings? iii. What are the ages of your siblings? Where do you fall in the birth order? iv. Were you more closely connected with any of your siblings?		
c. Were there any major transitions or changes in the structure of your immediate family that impacted the use or function of space within your home (i.e. divorce, remarriage, births/deaths)?		
d. How were roles divided between your parents		
e. Were there any specific family traditions that took place within the home (i.e. holidays, gatherings, celebrations)?		
f. Were any specific family values practiced within the home (i.e. religious practices, family rituals)?		

CHILDHOOD HOME

2) Immediate Household: Childhood Home (Physical Environment)

a. How many times did you move or relocate to a new home during your childhood?		
b. Describe the type of physical structure that best represents your childhood home (i.e. apartment, condo, duplex, stand alone house etc.).		

*PLEASE SKETCH A BASIC FLOOR PLAN OF YOUR CHILDHOOD HOME (THE HOUSE THAT MOST STRONGLY REPRESENTS "HOME" DURING YOUR CHILDHOOD). AS THE FOLLOWING QUESTIONS ARE ASKED, PLEASE MAKE NOTES ON YOUR SKETCH TO AID IN DISCUSSION.

c. Who lived in the home (i.e. immediate family members, multigenerational, friend, etc.)?		
d. Did you have your own personal space anywhere in the home? If so, where was your personal space?		
e. Was any particular space restricted or off-limits to you?		
f. What was your favorite space or room in the home and why?		
g. What was your least favorite space or room in the home and why?		
h. Identify and describe your parent's favorite spaces within the home? Sibling's favorite space?		
i. In which space or room did you spend the most time?		
j. In which space or room did your family spend the most time?		
k. How did your home meet or fail to meet the needs of each family member (i.e. physical, spatial, etc.)?		

3) Immediate Household: Childhood Home (Experiences)

a. How would you describe the overall feeling of the home (i.e. safe, welcoming, cold, overwhelming, etc.)?		
b. Were there many visitors to the home (i.e. neighbors, friends, relatives)?		
c. What rooms were used for visitors? Did visitors impact the way space was used in the home?		
d. Were there any spaces or rooms in which visitors were not allowed?		
e. How would you describe the feeling of your personal space within the home?		
f. How were decisions made about the appearance of the home? Who made decisions about the overall appearance of the home?		
g. Did you value the appearance of the home? Your family? A certain family member?		
h. What were your responsibilities in the home? (Cleaning, organizing, decorating, etc.) Were responsibilities equally distributed, specifically assigned, or assigned as needed?		

4) Transition and Change: Childhood Home

a. How often did you move or relocate to a new home during your childhood?		
b. What (if any) disasters relate specifically to your childhood home (i.e. fire, flood, break-in, etc.)?		
c. Did your childhood home ever undergo a major renovation? How did this experience impact you and/or your family?		
d. What historical events have impacted or changed your experience of home (i.e. economic changes, political changes, community changes, etc.)?		

CURRENT HOME

5) Immediate Household: Current Home (Physical Environment)

a. Describe the type of physical structure that best represents your current home (i.e. single family home, multifamily housing, etc.).		

*PLEASE SKETCH A BASIC FLOOR PLAN OF YOUR CURRENT HOME (THE HOUSE THAT MOST STRONGLY REPRESENTS "HOME" FOR YOU NOW). AS THE FOLLOWING QUESTIONS ARE ASKED, PLEASE MAKE NOTES ON YOUR SKETCH TO AID IN DISCUSSION.

b. Who lives in your current home (i.e. partner, immediate family members, multigenerational, friend, etc.)?		
c. Did you have your own personal space anywhere in the home? If so, where is your personal space?		
d. Is any particular space restricted or off-limits to you?		
e. What is your favorite space or room in the home and why?		
f. What is your least favorite space or room in the home and why?		
g. In which space or room do you spend the most time?		
h. In which space or room do your guests spend the most time?		
i. How does your home meet or fail to meet the physical needs of each resident?		

6) Immediate Household: Current Home (Experiences)

a. How would you describe the overall feeling of your current home (i.e. safe, welcoming, cold, overwhelming, etc.)?		
b. How would you describe the feeling of your personal space within the home?		
c. Who makes decisions about the overall appearance of your current home?		
d. Do you value the appearance of the home? Do other residents value the appearance of the home?		
e. What are your responsibilities in the home (i.e. cleaning, organizing, decorating, etc.)?		

7) Transition and Change: Current

a. How many times have you moved or relocated to a new home after leaving your family home?		
b. What (if any) disasters relate specifically to your childhood home (i.e. fire, flood, break-in, etc.)?		
c. Have you had major renovations done while living in your current home? How did this experience impact you and/or other residents?		
d. What historical events have impacted or changed your experience of home (i.e. economic changes, political changes, community changes, etc.)?		

PARTNER'S HOME

*****This section is only to be used if partners do *not* currently live together.

8) Perceptions of Partner's Current Home

a. What do you think about your partner's current home (i.e. overall perception, feeling, appearance)?		
b. Are you comfortable in your partner's current home? Why or why not?		
c. Which spaces do you enjoy most in your partner's current home?		
d. Which spaces do you enjoy least in your partner's current home?		

FUTURE HOME

9) Immediate Household: Future Home (Physical Environment)

a. Describe the type of physical structure that best represents your desired future home.		
b. What do you most want to get out of your future home (i.e. economical, efficiency, status symbol, attractive)?		
c. Do you have financial motives related to your future home (i.e. flipping the home, long-term investment)?		
d. What is your intended length of stay in your future home?		
e. Who do you envision living in your future home (i.e. family of origin, multigenerational, other relation, etc.)?		
f. Describe your ideal personal space within your future home.		
g. Describe your ideal shared/public space within your future home.		
h. Do you plan to entertain guests in your future home? If yes, where do you envision entertaining guests?		
i. In which spaces do you envision spending the most time alone? With your family?		
j. What (if any) sentimental items would you like to use/display in your future home?		

10) Immediate Household: Future Home (Experiences)

a. From what sources do you gather design inspiration (i.e. social media, magazines, family)?		
b. What do you want your future home to say about you (i.e. status, personality, cultural values, ideals)?		
c. Who do you foresee making decisions about the overall appearance of the home? How do you want decisions to be made?		
d. Who do you think places more value on the appearance of the home: you or your partner?		
e. What do you foresee as both of your responsibilities in the home (i.e. cleaning, organizing, decorating, etc.)? Which responsibilities will be shared? Which responsibilities will be individually assigned?		

RESEARCHER - DESCRIPTIVE NOTES

RESEARCHER - ANALYTICAL NOTES

APPENDIX H

STAGE 2 IRB APPROVAL LETTER

APPROVAL OF PROTOCOL

June 17, 2013

Jerry Gale

706-542-8435
jgale@fcs.uga.edu

Dear Jerry Gale:

On 6/17/2013, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM
Investigator:	Jerry Gale
IRB ID:	STUDY00000028
Funding:	None
Grant ID:	None
IND, IDE, or HDE:	None
Documents Reviewed:	• Auman IRB_Home Lifestyle Assessment_Consent Form.pdf, Category: Consent Form;

The IRB approved the protocol from 6/17/2013.

To document consent, use the consent documents that were approved and stamped by the IRB. Go to the Documents tab to download them.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, PhD
University of Georgia
Institutional Review Board Chairperson

APPENDIX I

RECRUITMENT FLYER

"THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS-DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM"

STUDY OVERVIEW:	This is a research study is to test the Home Lifestyle Assessment as tool used to 1) increase communication between interior designers and their clients, 2) identify personal background factors that may influence perceptions and desires within the residential built environment, and 3) develop a more personalized understanding of health, safety, and welfare within the built environment. You will be asked to participate in a 2-hour face-to-face interview with a researcher and then return for a 1-hour follow-up interview.
ELIGIBILITY CRITERIA:	Couples ages 18+ and engaged to be married

PARTICIPANTS NEEDED! PLEASE CONTACT US IF YOU ARE INTERESTED.

DR. JERRY GALE
UNIVERSITY OF GEORGIA
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE
JGALE@UGA.EDU

ANNA AUMAN
UNIVERSITY OF GEORGIA
DEPARTMENT OF TEXTILES, MERCHANDISING, AND INTERIORS
AAUMAN@UGA.EDU

APPENDIX J

STAGE 2 CONSENT FORM

UNIVERSITY OF GEORGIA
CONSENT FORM
"THE HOME LIFESTYLE ASSESSMENT FOR IMPROVING INTERIOR DESIGNER AND CLIENT COMMUNICATION: A CROSS-DISCIPLINARY ADAPTATION OF THE FAMILY GENOGRAM "

Researcher's Statement
We are asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called "informed consent." A copy of this form will be given to you.

Principal Investigator: Jerry Gale
Department of Human Science and Family Development
jgale@uga.edu

Anna Auman
Department of Textiles, Merchandising, and Interiors
aauman@uga.edu

Purpose of the Study
The reason for this study is to test the Home Lifestyle Assessment as tool used to 1) increase communication between interior designers and their clients, 2) identify personal background factors that may influence perceptions and desires within the residential built environment, and 3) develop a more personalized understanding of health, safety, and welfare within the built environment.

Study Procedures
If you agree to participate, you will be asked to …

- Participate in an interview in which you will be asked to answer questions about the family in which you were raised, your past and present home design, your past and present lifestyle within your home, perceptions of your partner's home, and desires for your future home (Approximately 2 hours)
- Participate in a follow up interview (lasting approximately 1 hour) in which you will be asked to verify your original interview responses and to answer questions about your experience as a participant in this study. You will also be given an opportunity to ask the researcher any follow up questions during this time.
- Both interviews will be videotaped for the purpose of recording data. The recording will remain confidential and will be stored in a secure location and will be retained until the study is complete (August 2013).
- The researcher may email you to clarify your information.
- Your information will be kept until the study is complete (August 2013).

Approved by University of Georgia
Institutional Review Board
Protocol # STUDY00000028
Approved on: 6/17/2013
For use through: 6/16/2018

Risks and discomforts
No risk is expected but you may experience some discomfort or stress when the researcher asks questions about past and present home(s) and lifestyle. The risks associated with asking questions related to these topics are expected to be minimal, but may bring about emotional or sensitive memories. These risks will be reduced in the following ways: The researcher will be aware of potentially sensitive topics and will not ask you to discuss them beyond your personal comfort level; You will receive a referral list of three local and affordable therapy and counseling centers if you wish to seek help in further exploration of these sensitive topics.

Benefits
Although there are no direct benefits associated with participation in this study, the researcher hopes that the study will increase communication between partners regarding past, present, and future home and lifestyle.

Audio/Video Recording
Both interviews will be recorded for the purpose of data collection. The researcher will review the recordings to better understand your responses and make notes of important comments made during the interview. Recordings will remain confidential and will be stored in a secure location. Data will be kept until the study is complete (expected August 2013).

Privacy/Confidentiality
No individually identifiable information about you, or provided by you during the research, will be shared with others without your written permission, except if it is required by law. You will be assigned an alternative name and this name will be used on all recorded data.

Taking part is voluntary
Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

If you have questions
The main researcher conducting this study is Dr. Jerry Gale, a professor at the University of Georgia. Graduate Student, Anna Auman, will be conducting the interviews. Please ask any questions you have now. If you have questions later, you may contact Dr. Jerry Gale at jgale@uga.edu or at 706-542-8435. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or irb@uga.edu.

Research Subject's Consent to Participate in Research:

Approved by University of Georgia
Institutional Review Board
Protocol # STUDY00000028
Approved on: 6/17/2013
For use through: 6/16/2018

To voluntarily agree to take part in this study, you must sign on the line below. Your signature below indicates that you have read or had read to you this entire consent form, and have had all of your questions answered.

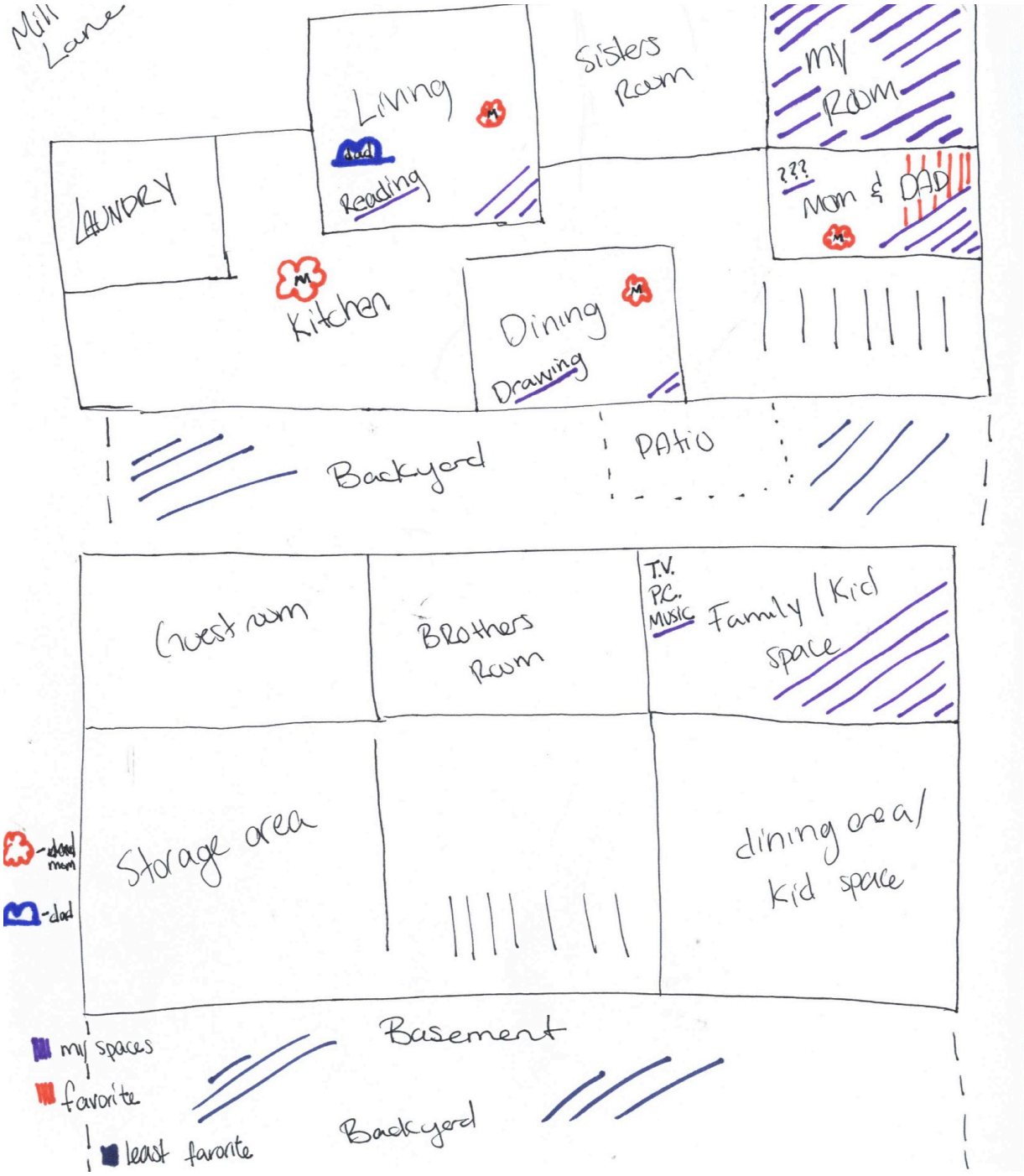
_____	_____	_____
Name of Researcher	Signature	Date
_____	_____	_____
Name of Participant	Signature	Date

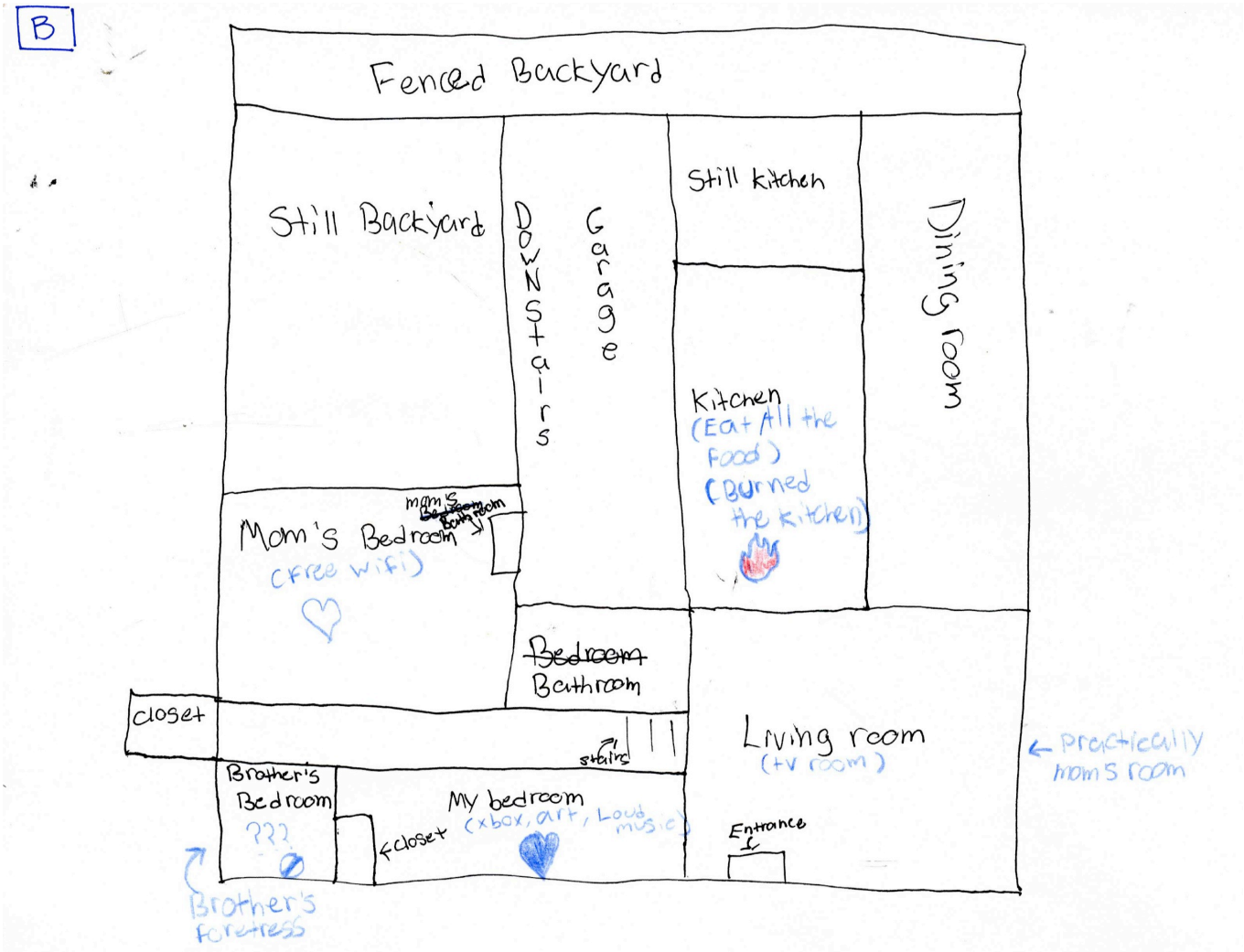
Please sign both copies, keep one and return one to the researcher.

Approved by University of Georgia
Institutional Review Board
Protocol # STUDY00000028
Approved on: 6/17/2013
For use through: 6/16/2018

APPENDIX K

STAGE 2 FLOOR PLAN SKETCHES




B
Fenced Backyard
Still Backyard
DOWNStairs
Garage
Still kitchen
Dining room
Kitchen
(Eat All the food)
(Burned the kitchen)
Mom's Bedroom
(free wifi)
mom's Bedroom Bathroom
~~Bedroom~~
Bathroom
closet
stairs
Living room
(tv room)
← practically mom's room
Brother's Bedroom
???
My bedroom
(xbox, art, Loud music)
closet
Entrance
Brother's fortress