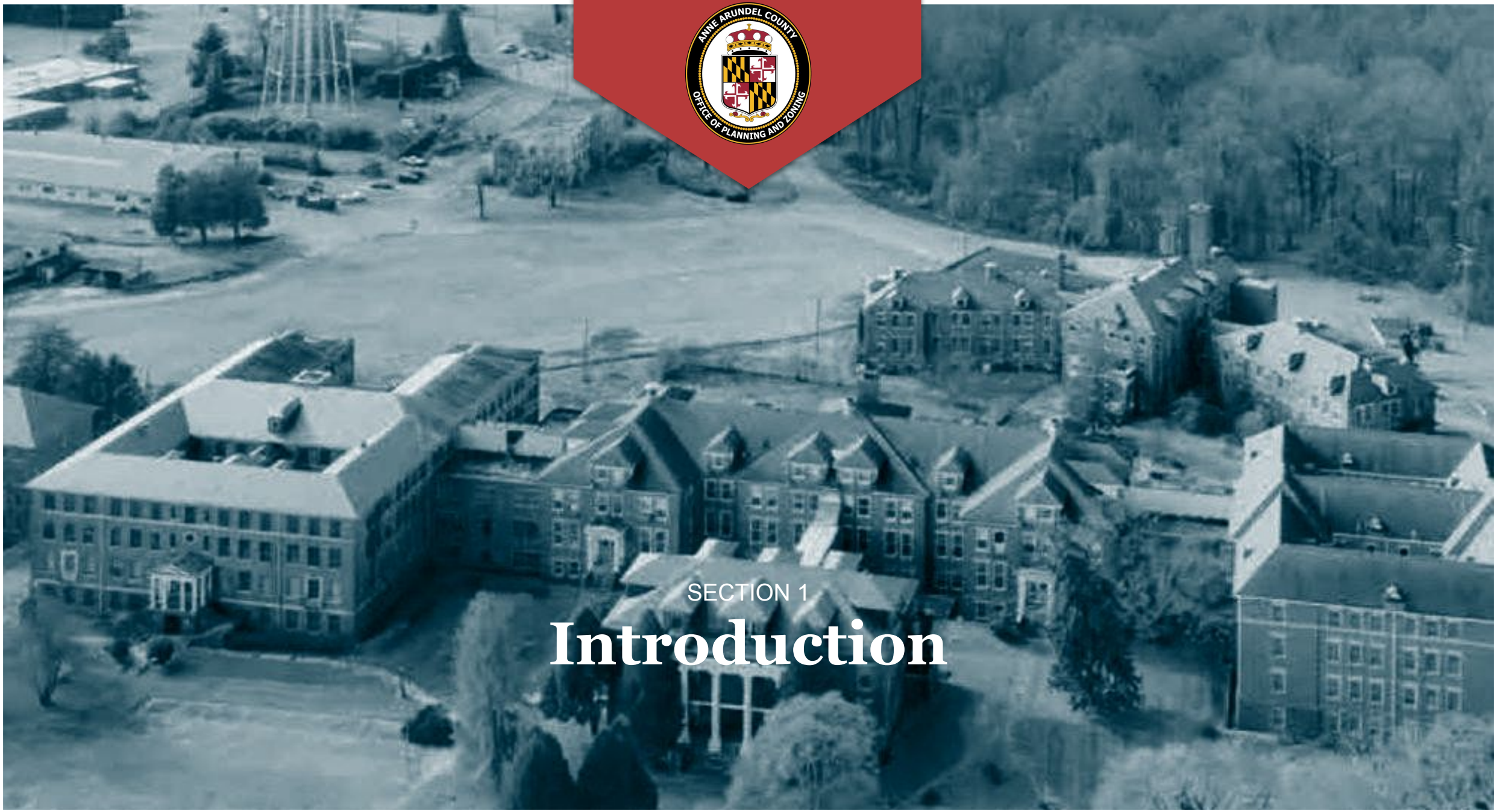


Memory & Methodology: Best Practices in Oral History

October 2026

Crownsville Hospital Historic Documentation & Storytelling Project



SECTION 1

Introduction

By Dr. Le Datta Denise Grimes, Program Manager

The Project

The Crownsville Hospital Historic Documentation and Storytelling Project seeks to preserve the history of Crownsville Hospital, once known as the Maryland State Hospital for the Negro Insane. Supported by a Congressionally-Directed grant through the National Historical Publications and Records Commission, the project has three key objectives:



- Collecting oral histories that document Crownsville Hospital's historic role as a segregated mental health facility, while also highlighting the resilience, care, and dedication of the Black community in caring for its patients and restoring their humanity.
- Creating a Digital Repository featuring letters, artwork, and archival materials retrieved from the now-defunct hospital.
- Hosting a series of Oral History Workshops to train residents and students from local high schools and universities in best practices for collecting additional oral histories.

SECTION # 1

The Crownsville Hospital Oral History Project

The Crownsville Oral History Project aims to explore the history of Crownsville Hospital. This is a comprehensive oral history project to include research, community engagement, and training. We will accomplish this by conducting oral histories with members of the Crownsville Hospital community, meaning those with firsthand, primary knowledge or experience of the hospital. This includes former patients, their family members, employees such as custodians, doctors, nurses, food service workers, neighbors, state officials who may have overseen the hospital, delivery people, and other relevant parties. Each narrator and their story will help us understand the Crownsville Hospital experience in all its interpretations. Ultimately, the collected oral histories will be public, published online, and accessible on the Anne Arundel County website. This project is supported by a Congressionally Directed grant through the National Historical Publications and Records Commission.

PURPOSE

SECTION # 2

Defining Oral History

What is Oral History?

"A field of study and a method of gathering, preserving, and interpreting the voices and memories of people, communities, and participants in past events. "

-Oral History Association



Oral History is…

"LIVING EVIDENCE"

- *Oral Historian Paul Thompson*

People who witnessed or experienced a particular historical moment are considered "living evidence."

Oral History IS NOT …

We envision a world where a deep humanistic understanding of the past, developed through a process of listening and mutual respect, shapes a more inclusive and equitable future.

- ***Oral History Association***

- **A Man-on-the-Street Interview**: It is not an impromptu interview, one that is unplanned and happens by chance. Instead, it is well-planned interview with questions rooted in historical research.
- **Journalism**: Though the two fields share some similarities, oral history is not antagonistic or adversarial. Instead, it is rooted in memory work with narrators sharing their experiences on a specific historical moment.
- **Gossip/Folklore/Rumor**: Oral History participants are not sharing stories they heard, but memories of their actual experienced. They are chosen because they experienced or participated in an historic event - a march, protest, or a movement - firsthand.
- **StoryCorps**: Though similar, they differ in important ways. While StoryCorps stories involve people sharing their memories on a particular topic, oral histories are more in-depth and involved. They require considerable research, historical understanding, and interpretation.

WHY ORAL HISTORY?

New Perspectives

Too often history emphasizes the voices of the elite. Oral histories afford us the opportunity to value all voices and perspectives.

Correction/Expansion

In-depth oral histories can expand or correct our understanding or interpretations of certain events, people, and places.

Evidence

An oral history can create a tangible record where there once was none. In many instances it becomes the impetus for future inquiry.

The Role of an Oral Historian

Researcher

Someone who investigates, analyzes, and understands their topic. They question why and how historical events occurred.

Interviewer

Someone who facilitates a conversation to gather a narrator's memories on a specific historical topic.

Active Listener

Someone who fully engages, observes, and asks questions accordingly.



Preservationist

Someone who records, safeguards, archives, and preserves history for future use.

Uses of Oral History

Research

Writing books, academic articles, thesis, and dissertations

Classroom Curriculum

Teachers incorporate oral histories into their lessons

Documentaries

Visual & Audio footage used to tell stories

Multimedia

Increasingly used in TV, radio, and podcasts

Things to Consider When Doing Oral History

Questions	
Who?	• Who are you? • Are you the best person to conduct the oral histories? • Can narrators trust you with their stories? Why or why not? • Who are your narrators?
What?	• What is the project goal? • What is the project purpose? • What do you hope to learn? • What do you hope to accomplish?
When?	• Is the project tied to an important anniversary? • Is the project tied to a memorial? • What's the timeframe for completion?
Why?	• Why is this project important? • Who will it benefit? • What gap will it fill in history?

Things to Consider When Doing Oral History

Questions	
Where?	• Where are your narrators located? • Are they nearby? • Are they out of state? • Where will interviews take place?
How?	• How will you preserve this history? • How will you record this history? Video? Audio? Both? In person? Online? • Have you identified a repository to work with, a library or museum who will be responsible for the oral histories in perpetuity?

SECTION # 3

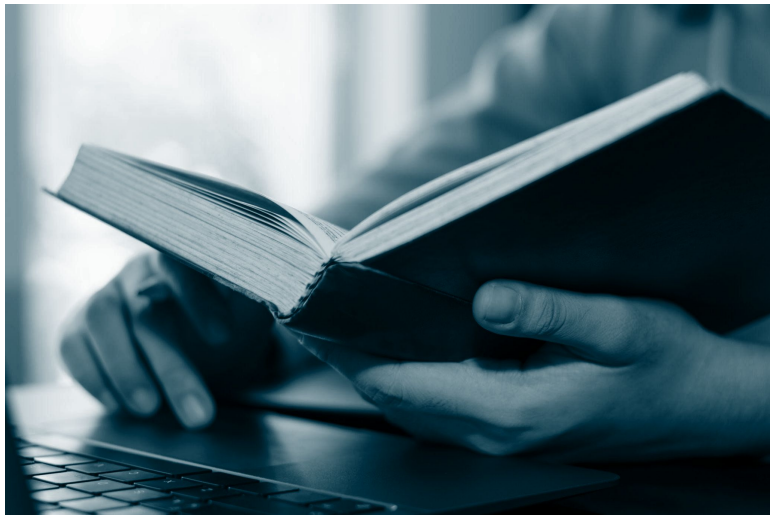
Key Aspects of a Successful Oral History Project

Key Aspects:

- Research
- Identifying Common Themes & Historical Context
- Understanding & Identifying Narrators
- Conducting a Pre-Interview
- Crafting Good Questions

Successful Oral History Projects Begin with:

Research



Understanding your topic…

is critical to a successful oral history interview. It allows you to ask good questions, facilitate good, meaningful conversation, and demonstrates respect for your narrators.

Start with the Basics…

then dig deep. Start your research with a simple Google search. Read everything you can about your topic, which in this case is Crownsville Hospital, its patients, the people who worked there, it's history, and purpose.

Consult Primary Resources…

such as previous oral histories, letters, diaries, autobiographies, and state reports. Primary sources are documents produced by someone who experienced a historical event firsthand.

Read Secondary Sources…

which are an interpretation of analysis of primary sources. Secondary sources include biographies, textbooks, articles, and various forms of media.



Identifying Common Themes

HM…

Why Do Certain Topics Keep Coming Up?

Crownsville Hospital served mental health patients from 1911-2004. That's nearly a century of history and care - a literal lifetime of stories. While it is impossible for researchers to understand such an institution in its entirety during the brief time span of a oral history project, reoccuring themes and ideas help us understand the things that defined, informed, and impacted the people and the hospital's operations the most.

Common Crownsville Hospital Themes

- **Community:** Noting the abuse and neglect at Crownsville Hospital, both employees and community members provided for the patients in various ways. They voluntarily provided clothing, bathed them, welcomed patients into their homes, and worked to reconnect them with their families.

- **Patient Abuse & Neglect:** Numerous patients died at Crownsville Hospital of unnatural causes. Some died at the hands of guards such a William H. Murray, the father of noted scholar Pauli Murray who was murdered at Crownsville.

- **Work Therapy:** The idea that steady work/labor could cure mental illness. This often resulted in the extraction of unpaid labor that benefited the hospital, but not necessarily the patients.

- **Medical Experimentation:** Crownsville Hospital was a mental health institution. Over time, various medications and medical techniques were tried on patients without their consent or that of their families.

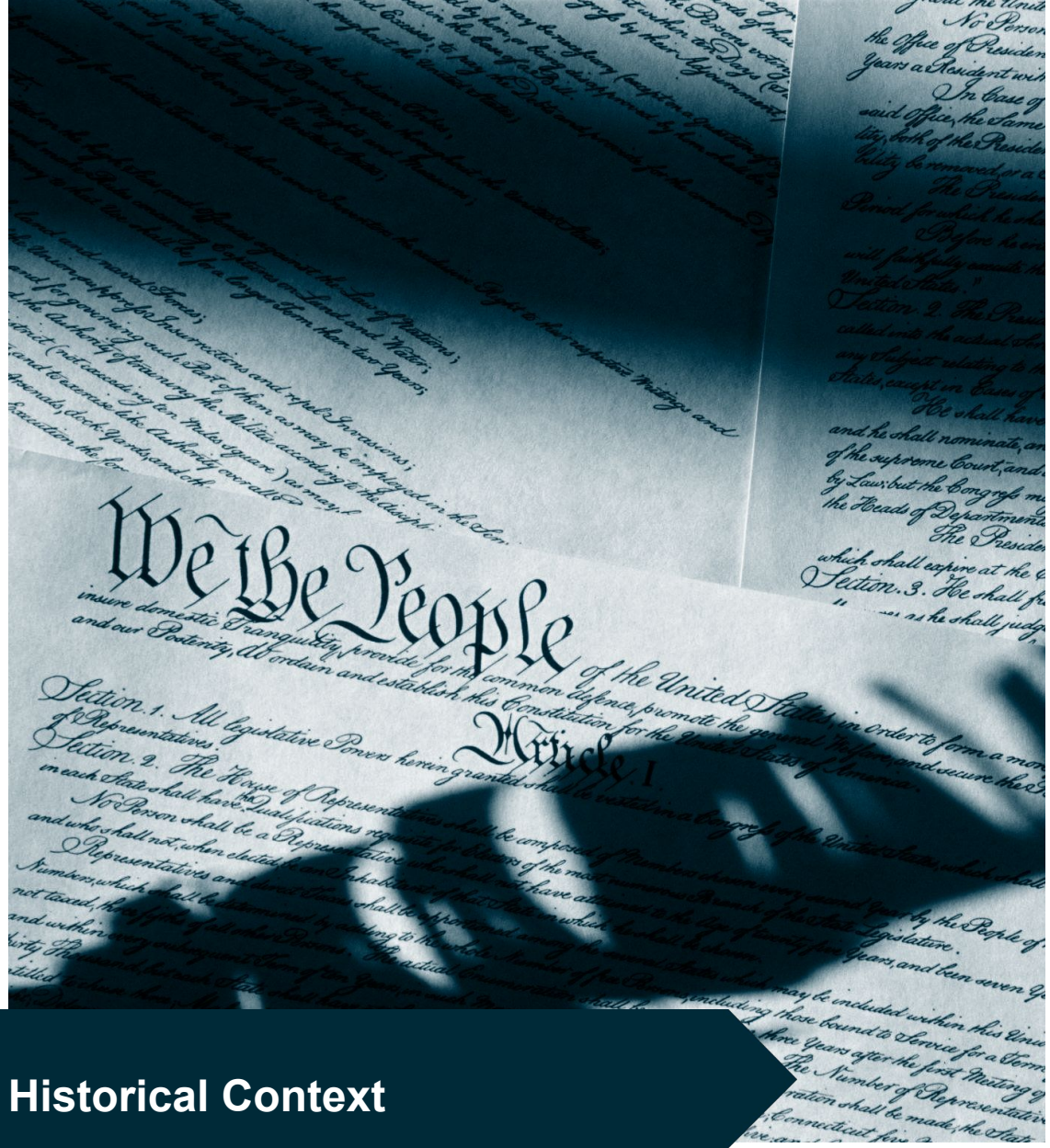
Understanding key themes will help you ask good questions during the oral history interview.

Self-Check





Many of the themes concerning Crownsville Hospital are not pleasant. How comfortable are you dealing with uncomfortable history?



Historical Context

HM…

What is Historical Context and Periodization?

Time is vast, and historians interpret and understand it by dividing it into smaller pieces, such as the early twentieth century, the Jim Crow Era, the Civil Rights Movement, the Vietnam War Era, etc. Because Crownsville Hospital served mental health patients from 1911-2004, it falls into several historical moments that help define its existence. As an example, Crownsville Hospital was founded as a segregated facility because it was built during the Jim Crow era, which mandated separate facilities for people of different races.

Historical Periods

Jim Crow Era: In the aftermath of Slavery and Reconstruction, lawmakers passed laws to keep Black and White citizens separate. Such policies, customs, and laws created separate and unequal spaces. This meant separate institutions, which resulted in facilities like Crownsville Hospital.

Civil Rights Era: During the mid-20th century, Black Americans and their allies challenged segregation through protests, marches, court cases, and sit-ins. During the movement, The Elkton Three were sent to Crownsville Hospital for attempting to eat at segregated restaurant.

The Vietnam War Era: The Vietnam War lasted 20 years, 1955-19755, as South Vietnam and American anti-communist forces fought against Northern Vietnam. The controversial war sparked protests across the nation, and many Vietnam War veterans returned with mental health issues.

Cold War Era: Cold War politics, non-military conflict between the United States and the Soviet Union, resulted in a race to stockpile nuclear weapons. From 1945-1991, fear of nuclear fallout led to the construction of bomb shelters, and rumor abounded that one was built at Crownsville.

Understanding historical themes will help you understand your topic better - and ask good questions.



Understanding & Identifying Narrators

HM…

What is a Narrator?

A narrator is a "person being interviewed during an oral history recording. While there are many possible terms, including interviewee or chronicler, this iteration of our Core Principles and Practices uses the term narrator exclusively. We do this as an acknowledgment that the people we interview have agency and are not merely "living human subjects."

- *Oral History Association*

Identifying and Choosing a Narrator

- **Think about relevance:** Does the person have firsthand knowledge of Crownsville Hospital? Are they a "living witness?"
- **Think About Historical Gaps:** Whose voice has been omitted from the record or "official" narrative?
- **Consider a range of Experiences**:Think beyond traditional institutional structures and management hierarchy!
- **Representation:** Diversify the voices you choose. Are there community voices/historians who can bring a different perspective to the story?

Practice: Exercise #1

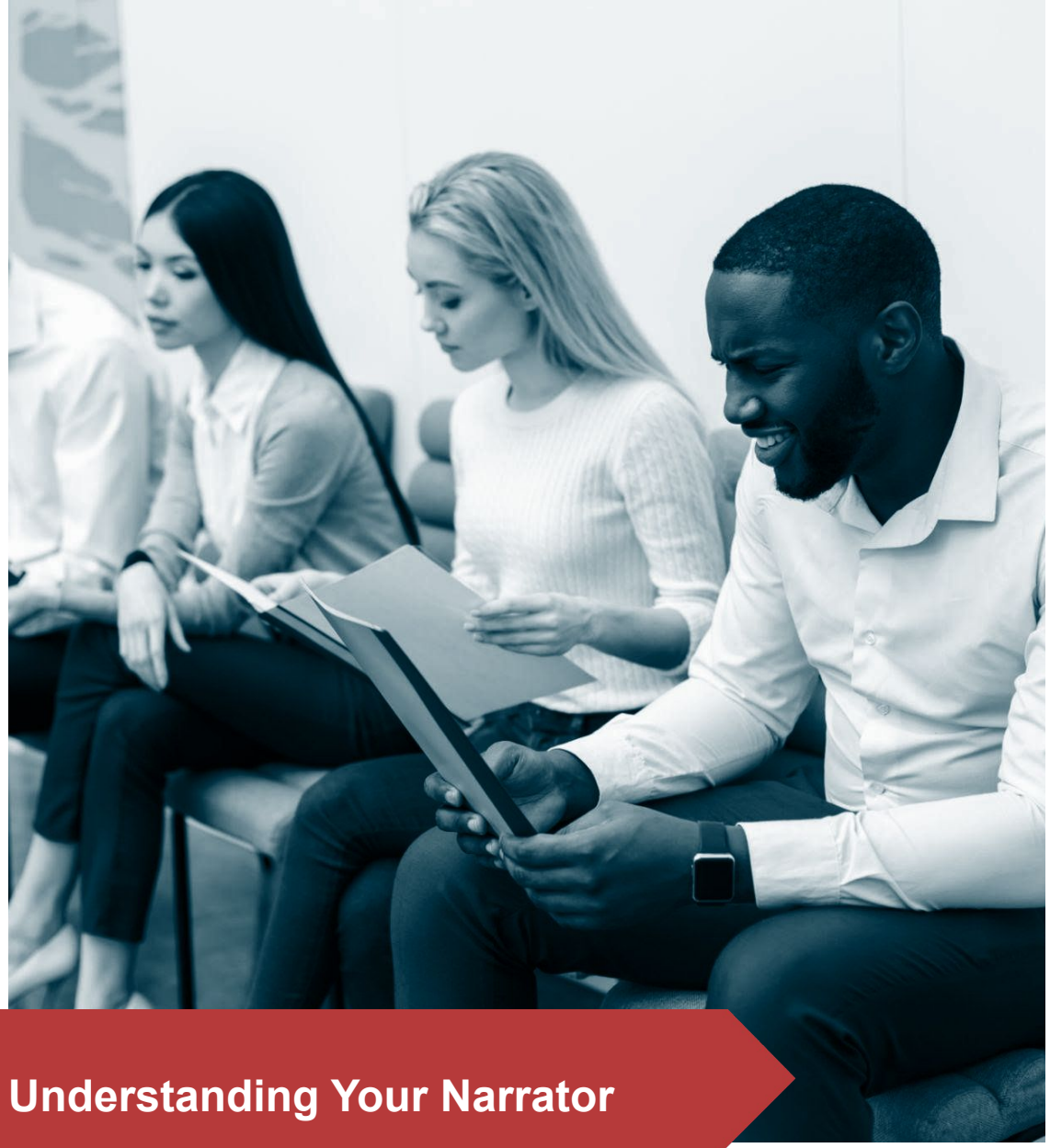
Read each of the following scenarios carefully. Then, decide if each of the following people would make a good narrator for the Crownsville Hospital Oral History Project. Remember: A narrator is someone who witnessed or experienced a historic event or place firsthand.

Name	Description
Carl	Carl is a native of Crownsville, Maryland. In fact, at one point, he lived down the street from Crownsville Hospital. His parents bought their first house on Crownsville Road in 1951 when he was two years old, but sold it a year later because they worried about patients escaping from the hospital and harassing Carl and his younger sibling. Would Carl make a good interviewee?
Tamika	Tamika's father was the first African American doctor hired at Crownsville Hospital after its staff integrated in 1948. She was in middle school when her family moved from Tennessee to a stately home sitting on the Crownsville Hospital campus. She remembers the day her father, mother, grandmother, and four other siblings moved into the house and her father began working there. She lived in the home until she went off to college. Would Tamika be a good candidate for the project?

Name	Description
Bobby	Bobby's uncle was a custodian at Crownsville Hospital. He told Bobby horror stories about the things he saw there. Bobby grew up terrified of being sent to Crownsville because of all his uncle told him. He doesn't even like driving in that area because it gives him the creeps just thinking about it. Is Bobby someone we should interview for the project?
James	James volunteered at Crownsville Hospital in high school. After graduating, he later got a job there working in the cafeteria. He prepped meals and delivered food to almost every building on The Crownsville Hospital campus. He's now 93 years old, lives with his daughter, and his memory comes and goes. Some days he can talk for hours on end about his youth and his days at Crownsville - others, he can't recall very much. Should we interview James?

Name	Description
Sarah	Sarah is a retired police officer. She's worked for Anne Arundel County police for more than 35 years. She often transported men and women to Crownsville Hospital for mental health services after their court proceedings. While they were checked in, she provided security along with the security guards at Crownsville, whom she got to know pretty well. Once they were checked in, she often escorted them to their assigned building before heading back to the courthouse. Should Sarah be interviewed for the project?
Jonathan	After Crownsville Hospital closed in 2004, Jonathan got a job with a security company and he now patrols the grounds daily. He knows every building intimately because he inspects them regularly. He's familiar with many of the artifacts left behind and says he's seen a few spooky things there. Should Jonathan be interviewed?

Answers: Tamika and Sarah would be the best narrators for the project. Others might be good as well, but Tamika and Sarah stand out.



Understanding Your Narrator

HM…

You've Identified Possible Narrators: Now What?

Once you've identified your narrators, people with firsthand experience of a historical event or place, it's time to research them specifically. Understanding your narrator, their relationship to Crownsville Hospital, and the role they played in its history, demonstrates a healthy respect for their story. Community members are more likely to consent to an interview when they realize you're well-prepared and knowledgeable about both them and Crownsville Hospital.

Understanding Your Narrator:

- **Research your Narrator Using Various Sources**
- **Identify their Relationship to Crownsville**
- **Place their Experience in Historical Context**
- **Write a Summary of How You Understand Them. What Questions Do You Have?**



The Pre-Interview

HM…

How and When Do I Contact A Potential Narrator?

Now that you've done your reading, you've done your research, and you've learned all you can about your potential narrator, it's time to connect with them. This can be done by phone, email, or in person and it's called a pre-interview. The goal of a pre-interview is to contact them, make them aware of the Crownsville Hospital Oral History Project, explain the oral history process, why you would like to interview them, and most importantly, LISTEN, and learn as much as you can about their experience.

The Pre-Interview:

- **Make Contact:** Introduce yourself and the project. Verify their connection to the project. Ask for a few minutes of their time.
- **Educate Your Potential Narrator:** Ask if they are familiar with the oral history process. If not, explain it to them from beginning to end!
- **Understanding & Identifying Narrators:** Ask them to share their story. And listen. Take notes!
- **Be an Active Listener!** Remember: This is an info-gathering mission!
- **Share Sample Questions:** Share topics, themes, and questions. Be prepared to answer all your narrator's questions.
- **Ask Permission to Broach Hard/Sensitive Topics:** Be sensitive to the narrator's boundaries and concerns.

The Pre-Interview

In addition to the previously discussed items, there are two very important topics you must discuss with the narrator during the pre-interview:

- **How their oral history will be used now and in the future, which is known as informed consent.**
- **The oral history agreement.**



The Pre-Interview

HM…

What is Informed Consent?

Informed consent means making sure that the narrator has been given all the pertinent information about the oral history project. It is a verbal or written agreement stating that the narrator knows everything they need to know to decide whether to participate in an oral history project or not. That means sharing how their oral history could possibly be used in the future. It also means explaining the oral history release/agreement to them, sharing that all parties involved are signing their rights away and donating the oral history to a library, university, or repository.

Use your cell phone to scan the QR Code in the upper right hand corner of the picture. Listen to the story, the various voices.

Now imagine you are one of those voices, and you unexpectedly stumble upon this sign in downtown Frankfort, KY. How would you feel about hearing your voice and pieces of your oral history, being used - without you knowledge? This is why informed consent is a critical component of a successful oral history project.

Informed Consent



Informed Consent: An Example

I am Dr. Le Datta Denise Grimes, the oral historian for the Crownsville Hospital Oral History Project. Thank you for speaking with me on Thursday, February 22, about our project which seeks to understand the experiences of the Crownsville Hospital community. I am inviting you to participate in this project because of your work there as a psychiatric nurse from 1970-1991. Topics will include day-to-day life at Crownsville, patient care, issues of neglect, medical experimentation, community engagement, and family involvement. This project will include at least 50 interviews with Crownsville Hospital community members and beyond. It is sponsored by a Congressionally Directed grant through the National Historical Publications and Records Commission in partnership with Anne Arundel County. This oral history project will be archived by Anne Arundel County and displayed both publicly and online. Please note that your oral history may appear in other historical works, on social media, and on TV or radio. Please feel free to contact me with any additional questions you may have.



The Pre-Interview

HM…

What is An Oral History Agreement?

Participating in an oral history interview may involve signing specific types of agreements or assigning intellectual property rights. Examples include Creative Common licenses, deeds of gift, nonexclusive licenses, permission-to-use agreements, and transfer of copyright.

- *Oral History Association*



Sample Oral History Agreements

National Park Service: Interview Agreement for Oral History Projects: Legal Release Form?

Baylor University: Oral History Deed of Gift Agreement

Louis B. Nunn Center for Oral History, University of Kentucky: DEED OF GIFT LOUIE B. NUNN CENTER FOR ORAL HISTORY

The Oral History Agreement

The Crownsville Oral History Project will provide you with our own oral history agreement.

Crafting Good Questions:

- **Start** with easy questions, such as their name, when and where they were born, the names of their parents, siblings, schools, and churches.
- **Ask** "open-ended" questions, such as, tell me about or describe, etc., If the interviewee responds with just a yes or no, ask how, why, when, where, who.
- **Avoid** “closed-ended” questions that can end in a yes or no, or single fact. Examples: Were you there? What was date of that? Did you like that?
- **Do not** ask leading questions, like was it this or that? Or I thought that the most important thing was… Such questions can affect the narrator’s answers.
- **Ask** one question at a time and try to ask simple questions. Then asks follow-up questions like tell me more, who, what, and where.
- **To stimulate their memory**, use “statement questions” such as, “In 1956, you traveled to China to conduct research. How did that trip come about?”

- *Adapted from Smithsonian Institution, “How to Do Oral History”*

Practice: Exercise #2

Revisit Exercise #1 again. Tamika and Sarah would make great candidates for the Crownsville Hospital Oral History Project. While some of the others might make good candidates as well, they are clearly the best. Reread their stories on the following slides and make a list of questions you would like to ask each of them about their time at Crownsville. Try to come up with 20-25 questions each.

Name	Description
Sarah	Sarah is a retired police officer. She's worked for Anne Arundel County police for more than 35 years. She often transported men and women to Crownsville Hospital for mental health services after their court proceedings. While they were checked in, she provided security along with the security guards at Crownsville, whom she got to know pretty well. Once they were checked in, she often escorted them to their assigned building before heading back to the courthouse. Should Sarah be interviewed for the project?
Tamika	Tamika's father was the first African American doctor hired at Crownsville Hospital after its staff integrated in 1948. She was in middle school when her family moved from Tennessee to a stately home sitting on the Crownsville Hospital campus. She remembers the day her father, mother, grandmother, and four other siblings moved into the house and her father began working there. She lived in the home until she went off to college. Would Tamika be a good candidate for the project?

SECTION # 4

The Interview



The Interview

HM…

What Makes an Oral History Interview Great?

In-depth research, preparation, planning, knowing your topic, understanding your narrator, and asking good questions are the core components of a great oral history. This guide is designed to help you achieve each of these things. Ultimately, however, the best way to learn oral history is to do oral histories: It's practice, review, watching different oral histories, trying new strategies, developing your own interview style, and perfecting your craft.

The Interview:

- **Scheduling the Interview**: Contact your narrator. Ask them to set aside at least 60 to 90 minutes of uninterrupted time for the interview.
- **Setting:** Choose a space that is quiet, free of distractions, and comfortable for the narrator. Ask if where they prefer to be interviewed: At home? A library?
- **Day of the interview:** Confirm appointment. Check recording equipment. Arrive early to greet narrator. Don't forget oral history release form.
- **Oral History Release/Agreement Form:** Go over form with narrator. Remind them that each of you will sign the oral history agreement at the end of the interview.
- **Arrange your space:** Set up the space so that both you and the narrator are seated comfortably. Provide bottled water and tissues, if possible.
- **Be Prepared:** Bring your list of questions with you. You will likely refer to them often, and it's fine to have them either written out, typed, or on a device.

- *Adapted from Smithsonian Institution, "How to Do Oral History"*

The Interview:

- **Alert the narrator**: Notify the narrator when you are about to press record. Ask if they have any final questions before you begin.
- **Start with your lead-in:** State the date, introduce yourself and the narrator, share your location, provide the name of the project, and acknowledge all sponsors.
- **Ease into interview:** Ask biographical questions, such as name, where they grew up or went to school. Such questions help narrators relax and ease into harder topics.
- **Watch & Listen:** Being active listener means being aware of sound effects such as sighing or movements such as eye-rolling. Each communicates something.
- **Avoid Verbal Tics:** Engage narrators by nodding or smiling as they speak. Reframe from responding with "ooh-ing" or "mmmmm," which can be intrusive.
- **Closing the Interview:** Ask any follow-up questions. Ask if there's anything they want to discuss that you've not touched on. Thank them for their time.

- *Adapted from Smithsonian Institution, "How to Do Oral History"*

Exercise #3

Most oral histories starts with a lead-in or tag. The lead-in provides the date, introduces both the interviewer and the narrator, designates location, states the project's name, and lists all project sponsors. The next screen contains the lead-in or tag for the Crownsville Hospital Oral History Project. Practice reading it until you are comfortable. If you can, record yourself and listen to it. How do you sound?

Practice Your Lead-In

Script

"Today is (DATE), and I am speaking with (NARRATOR'S NAME) in his/her (WHERE) in (CITY) for the Crownsville Hospital Oral History Project. I am (INTERVIEWER'S NAME and TITLE), and this project is supported by a Congressionally-Directed grant through the National Historical Publications and Records Commission in partnership with Anne Arundel County Government."

Example

"Today is November 24, 2025, and I am speaking with Mr. John Smith in his home in Annapolis, Maryland, for the Crownsville Hospital Oral History Project. I am Dr. Le Datta Denise Grimes, Program Manager for Crownsville Hospital Historic Documentation & Storytelling Project, and this project is supported by a Congressionally-Directed grant through the National Historical Publications and Records Commission in partnership with Anne Arundel County Government."



The Interview

HM…

What else should I consider during the interview?

Aside from crafting and asking good questions, a good oral historian will consider issues such as sensitivity, vulnerability, implicit bias and topics/questions that could pose a problem. Beginning oral historians should be aware of these issues, commit to understanding them, and think about the best ways to adhere to these ideas and incorporate them into their oral history interviews. Crownsville Hospital's complicated history requires that oral historians grasps these concepts because each is a critical component of a good oral history.

Sensitivity Is:

The awareness of the need and the emotions of others. It is a product of active listening and it requires that we:

- **Think About Implicit Bias:** Any prejudices, attitudes, judgements, or criticism we may hold about a topic, subject, or group of people.
- **Recognize Differences:** Think about things that may impact the way information or memories are shared. Are there language barriers? Is there an age difference?
- **Establish Clear Privacy Boundaries :** Know what is “on the record” and what is “off the record.” Establish clear boundaries such as anything being recorded is on the record and can be made public.

Vulnerable Communities:

Understanding the power dynamics involved in any oral history interview is essential for ethical work in this field. This is especially important when working with vulnerable populations—including, but not limited to, the following: those who might be put in danger or face harm by publicly sharing their experience; legal minors, and others with limited agency and freedom; those with impaired ability to fully consent, and Indigenous and communities of color who experience social stratification and recent or intergenerational trauma. An additional example of groups of people who may fit this description includes those who discuss or describe activities, such as immigration, that could technically violate state or federal laws.

-Oral History Association

Considering Vulnerability means …

We envision a world where a deep humanistic understanding of the past, developed through a process of listening and mutual respect, shapes a more inclusive and equitable future.

- ***Oral History Association***

- **Centering Safety and Well-being:** Some oral history projects hold the possibility of exposing narrators to further harm. Is there a way to do no harm or lessen possibly harmful impacts?
- **Maintaining Contact with Narrators:** Remain available to participants, their concerns, and needs. Contact begins with the pre-interview, last through the interview process, and continues through project completion.
- **Taking Protective Measures:** Think of ways to protect participants from vulnerable communities. On highly sensitive projects, protective measures can include keeping narrators names anonymous or not releasing sensitive oral histories until after a person's death. The Crownsville Hospital Oral History Project is a public project, however, so such measures would not be available. If a narrator feels threatened or uncomfortable in any way, they would not interviewed for this project.

A Red Flag Question is:

A question that reveals certain problematic or unverifiable details or information, such as:

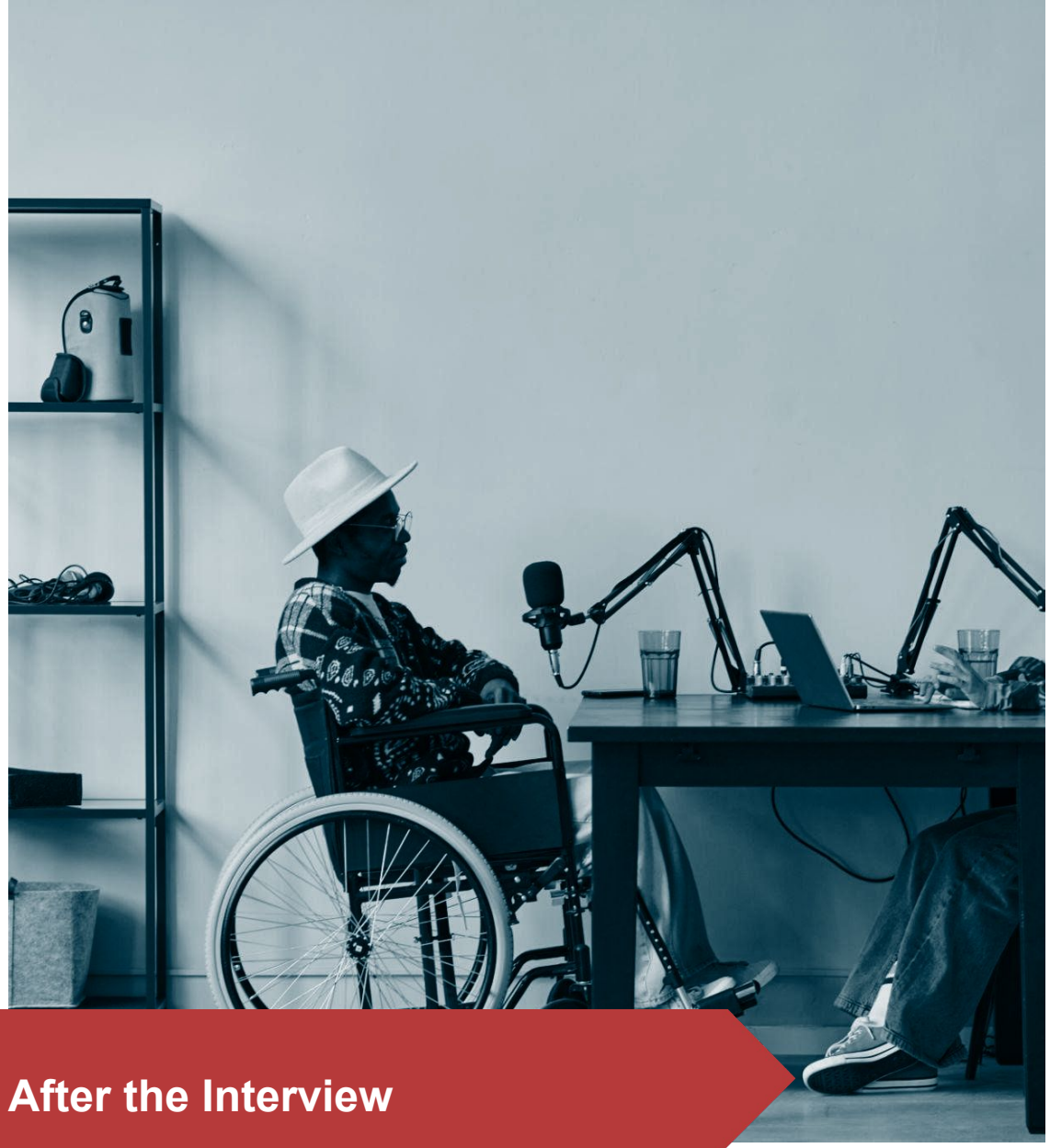
- **A Person's Sexuality:** If a person's sexuality is revealed, meaning someone is "outed," during your interview, you should notify the program manager.
- **A Criminal Offense or Accusation:** If someone is accused of a felony criminal act or offense such as rape or homicide, notify the program manager.
- **Derogatory Racial Language:** If a derogatory racial slur is used, please notify the program manager.

A Red Flag Question is:

A question that reveals certain problematic or unverifiable details or information, such as:

- **Slander or Defamation:** If seemingly or knowingly false information is shared with ill intentions, you should notify the program manager.
- **Trade Secrets:** If someone shares trade secrets, such as the formula for COKE or PEPSI, notify the program manager.
- **A Criminal Confession:** If a narrator confesses a previously unreported and serious crime, please notify the program manager.

Note: These scenarios are highly unlikely to occur, good oral historians will want to be aware of this information.



After the Interview

HM…

What should I do after the interview?

Congratulations! You've completed your first interview! You've done the research. You prepared. You identified good narrators. You crafted good questions. You're aware of sensitive topics, vulnerable communities, and red flag questions. And you've conquered your first interview. So, what comes next? Just a few final housekeeping items.

After the interview…



Thank you for your participation!

- **Sign the Oral History Agreement:** Explain the document to the narrator. After answering any questions they may have, all parties - interviewer, narrator, and all other - should sign the document.
- **Write a Summary:** While the interview remains fresh in your mind, compose a brief summary highlighting the most important points of the interview. Tell future listeners what they are about to hear.
- **Key Words:** Once you've written your summary, identify five key themes or categories that define the topics discussed in your oral history interview. This helps future researchers and listeners decide if this is an interview that fits their needs or interests. Examples of keywords include: mental health, patient abuse, or employment at Crownsville Hospital. Once this is complete, turn in all files - the summary, your keywords, and your interview to the program manager. Then, you're done! Thank you!

Thank You

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