

medical students (75.5%, 84.5%); and taught lessons they will use in their careers (71.1%, 84.7%). Qualitatively, trainees reported the play was authentic, generated new insights into patient experiences, and effectively taught empathy. Trainees reported that they preferred the play to other teaching modalities, including simulated patient encounters, lectures, inter-professional workshops, and problem-based cases. A greater percentage of trainees in the curriculum group agreed a viewing should be incorporated into curriculum (86.7% vs 45.3%, $\chi^2=20.3$, $p<0.001$). "Ed's Story: the Dragon Chronicles" generated profound responses that were replicated amongst medical students when this play was inserted into core curriculum. Representative quotes from trainees and video from the play will be shown.

Ryan Daniel

Abstract: Developing mental strength in creative and performing artists: resilience, confidence and determination as essential for a sustainable career in the creative industries

It is well known in the literature that creative and performing artists face particular challenges when attempting to establish a viable and sustainable career in the creative industries. Despite this, enrolments in higher education programs in the creative and performing arts continue to increase in many parts of the world including Australia. While there is a developing body of literature that tracks the employment patterns of creative and performing artists, there is a vast gap in terms of research literature that explores the mental strengths or intrinsic personal qualities that are necessary to manage the complexities of this type of career. Given extant research points to the precariousness of careers in the creative and performing arts, the capacity to be resilient, confident and determined appears to play a major influence on the extent to which graduates are successful. In the performing arts for example, stresses and challenges include coping with intensive critical feedback, performance anxiety, as well as frequent rejection when engaging in competitions and auditions for roles and employment.

For those in commercially oriented areas such as photography and design, the artist-client relationship can be very difficult for those who feel they have to surrender their artistic identity or intent to satisfy a paying client. While the concept of resilience, for example, is well understood and taught in such areas as teacher training, it has received virtually no research attention or focus in the area of the creative and performing arts. This paper contextualises these various issues, argues the need for new research, and proposes that higher education providers should revisit their curricula in order to place a greater emphasis on the mental strength that graduates will require as they transition towards a career in the creative industries.

Christina Davies, Peter Wright, Matthew Knuiiman, and Michael Rosenberg

Abstract: A qualitative investigation of general population arts and health outcomes

The aim of this qualitative study was to explore the health and wellbeing outcomes gained by members of the general population who engage in the arts. The study was promoted via emails and electronic/paper-based flyers. Members of the general public were invited to nominate their interest in participating in an interview. Of the 98 Western Australian adults (18+ years) who nominated, a sample of 33 people, representing a range of art forms, modes of engagement and locations, were randomly selected to take part in a 60 minute, semi-structured interview. Responses were analysed thematically using NVivo.

The primary outcome themes identified were: 1. mental health, 2. social health, 3. economic, 4. art, 5. physical health, 6. knowledge/ skills and 7. identity. Mental health outcomes were mentioned almost seven times more frequently, and social health outcomes five times more frequently than economic, art, physical health, knowledge/skill or identity outcomes. Within each theme, subthemes were categorised as relating to the individual, the community or both. In addition, interviewees credited arts engagement with a number of positive outcomes that were perceived to improve their health, their quality of life, and enrich their life experience. Although mentioned less frequently, negative and unintended health and wellbeing outcomes were also identified.

Conclusion: Arts engagement was credited by members of the general population as having a range of health and wellbeing outcomes. Further studies should be conducted to ascertain the extent of arts engagement in the general population and to assess its effect on health and wellbeing so as to build the arts/health evidence base at a population level.

Christina Davies, Caleb Jones, Rebecca deRooy, Charlotte O'Shea

Abstract: Happy while healing: Can we impact school children's wellbeing through art while they heal in hospital? (Poster)

Whether a young person and their family spend a short or long period of time in hospital, the fact that they are undergoing treatment can be stressful. The Creative Education Partnership - Artist in Residence (AIR) Grants Program implemented by Hospital School Services and the Child & Adolescent Health Service, based at Princess Margaret Hospital for Children, Western Australia, is a project designed to benefit hospitalised school children by providing a creative distraction from the hospital environment. The project theme is "future world" and aims to give patients/students the opportunity to participate in educational arts experiences that expand their arts skills while offering an outlet for self-expression and enjoyment. The underlying outcome of these experiences is to increase happiness and relaxation, and to reduce boredom.

The purpose of the evaluation is to assess whether or not project aims have been met via patient/student, parent and