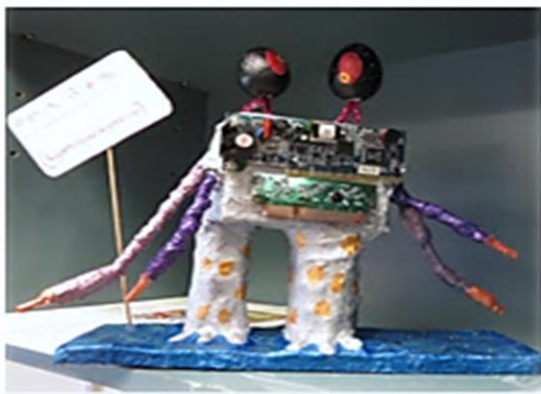




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Faculty of Medicine, Dentistry & Health Sciences
School of Population Health

The Impact of the Creative Health & Education Partnership - Artist in Residence (AIR) Grants Program

Client:

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Suggested reference: Davies C. (2013) The Impact of the Creative Health & Education Partnerships - Artist in Residence (AIR) Grants Program. School of Population Health, The University of Western Australia: Perth. ISBN 978-1-74052-280-9

EXECUTIVE SUMMARY

From May to September 2013, the Creative Health and Education Partnership - Artist in Residence (AIR) Grants Program was implemented by Hospital School Services (HSS) & the Child and Adolescent Health Service (CAHS) at Princess Margaret Hospital (PMH), Bentley Adolescent Unit and the Pathways Outreach Program, Shenton Park. The aim of the AIR Grants Program was to positively impact the learning, health and wellbeing of patients/students via educational arts activities that were facilitated by resident artist, Charlotte O'Shea. The theme of the program was "Future World".

As part of its commitment to providing a high quality program, HSS and CAHS commissioned an independent evaluator to assess the impact of the AIR Grants Program via feedback from patients/students, parents and staff.

"What a wonderful initiative to take their minds off their pains and their eyes off electronic screens and explore their imaginations! Keep it up!" (Parent)

STAFF AND PARENT SURVEY

Program Effectiveness

- The majority of staff and parents agreed that the AIR Grants Program enhanced the hospital environment.
- All staff and parents agreed that the AIR Grants Program provided patients/students with a positive distraction and positive experience.

Health and Wellbeing

- The vast majority of respondents agreed that the AIR Grants Program had a positive impact on the health and wellbeing of participants and that after taking part in the program, that patients/students seemed:
 - happier (98%),
 - more relaxed (96%), and
 - less bored (98%).
- Staff and parents agreed that the art workshop/bedside visit was a positive social experience for patients/students.

Learning

- All respondents agreed that the art workshop/bedside visit was an opportunity for patients/students to be creative and make art.
- The majority of staff and parents agreed that the AIR Grants Program taught participants new art skills and was an opportunity for patients/students to problem solve.

- Staff agreed that the AIR Grants Program was a good way for children to learn aspects of the 'Arts learning area' (WA curriculum framework) and that the program was an opportunity for patients/students to:
 - develop and express ideas,
 - see how an artist works, and
 - consider the environment.

PATIENT/STUDENT SURVEY

Program Effectiveness

- The vast majority of patients/students enjoyed participating in the AIR Grants Program (99%).

Health and Wellbeing

- The AIR Grants Program made participants feel happy, more relaxed and less bored.
- Significantly more students felt happy after participating in the program than before the program.

Learning

- Almost half of all patients/students had not previously had an artist at their school.

CONCLUSION & RECOMMENDATIONS

"I feel it is a positive item to have in the hospital. It gives the child a release from the hospital environment and distracts the child from the negative experience of pain they are enduring." (Parent)

Overall, HSS and CAHS were successful at delivering a high quality program that patients/students found enjoyable and provided a positive experience and distraction from the hospital environment. The AIR Grants Program was effective at teaching students about art and had a beneficial impact on student learning, health and wellbeing. As respondents were overwhelmingly happy, it is recommended that funding be sought to continue this highly effective program and that HSS/CAHS continue to engage the creativity and imagination of patients/students through educational arts activities.



Collaborative Staff Sculpture



**Student Artworks
“Aliens”**



1. INTRODUCTION

The Creative Health and Education Partnership - Artist in Residence (AIR) Grants Program implemented by Hospital School Services (HSS) & the Child and Adolescent Health Service (CAHS), was designed to benefit patients/students by providing a creative distraction from the hospital environment and the stressors associated with undergoing medical treatment. The project was funded through the AIR Grants Program, the Princess Margaret Hospital Foundation and Little Athletics Western Australia. Managed for the Federal Government by the Australia Council for the Arts, the AIR Grants Program is delivered in Western Australia through the strategic arts education partnership between the Department of Culture and the Arts and the Department of Education.

HSS is part of the Department of Education's statewide services and provides educational services to patients/students whose short or long term medical or mental health prevents them from accessing their regular education program. Patients/students who access HSS come from diverse backgrounds and locations, including regional and remote communities.

Whether a young person spends a short or long period of time in hospital, the fact they are undergoing treatment and overcoming illness can be stressful. In addition, patients/students frequently experience sadness, boredom, homesickness, social isolation and disconnection from friends and family. Finding creative and positive methods of engaging patients/student in a hospital environment is of great importance. The overall aim of the AIR Grants Program was to positively impact the learning, health and wellbeing of young people via educational arts activities of relevance to the 'Arts learning area' (WA curriculum framework). Guided by the theme of "future world" in which patients/students were encouraged to consider concepts such as the environment, recycled materials and future/undiscovered creatures, the objectives of the program were to:

- provide patients/students with an enjoyable experience,
- increase patient/student happiness, relaxation and reduce boredom,
- provide patients/students with a positive social experience,
- present patients/students with the opportunity to see how an artist works, to make their own artworks and increase their art skills, and
- provide patients/students with an outlet for self-expression, creativity and problem solving.

From May to September 2013 (second and third terms of the school year), the project was delivered at three sites: Princess Margaret Hospital (PMH), Bentley Adolescent Unit and the Pathways Outreach Program, Shenton Park. The artist/resident artist (Charlotte O'Shea) worked collaboratively with the CAHS Arts Curator/Project Coordinator and HSS staff to facilitate the project. The artist facilitated art workshops (catering to one off and multiple attendance) and bedside visits for young people who were unable to attend a workshop. Mobile patients/students at PMH were also encouraged to visit the artist's studio, to see her artwork develop, to make art alongside the artist and if needed, to collect more art materials for their own artworks.

Study Aim

As part of its commitment to providing a high quality program, HSS and CAHS commissioned an independent evaluator to assess the impact of the AIR Grants Program. The purpose of the evaluation was to assess whether or not the program aim and objectives had been met via feedback from patients/students, parents and staff.

2. METHOD

The study was cross sectional in design and surveys were paper based and self-administered. Prior to conducting the evaluation, all surveys were pilot tested. The patient/student survey (Figure 1) contained five pre-program questions (i.e. demographics and affect) and six post-program questions (i.e. affect, enjoyment, learning and comments). A pictorial measure of mental health was used before and after the workshop/bedside visit to assess changes in affect by asking patients/students how they felt on a 'faces-scale' that ranged from sad to happy¹. Each survey took approximately five minutes to complete. Parental permission was obtained for patients/students to take part in the evaluation. For literacy reasons, patients/students also needed to be eight years or over to complete a survey. The staff survey contained six post-program questions (i.e. demographics, student learning/social/affect outcomes, opinions about the AIR Grants Program and comments) and took approximately seven minutes to complete. The parent survey contained a subset of the questions asked in the staff survey and took approximately five minutes to complete.

AIR Grants Program 2013
Before you start....

Name: _____

1. How do you feel right now? (Cross "x" one face)

1 2 3 4 5 6 7

Sad Neutral Happy

2. Are you a boy or girl? (Cross "x" one box) ☐ Boy ☐ Girl

3. How old are you? _____ 4. What year are you in at school? _____

5. Are you Aboriginal and/or Torres Strait Islander? ☐ Yes ☐ No

Before you go....

1. How do you feel right now? (Cross "x" one face)

1 2 3 4 5 6 7

Sad Neutral Happy

2. Did you enjoy the art workshop? ☐ Yes ☐ No

3. Did the art workshop make you feel...:

	Yes	No	Don't Know
Happier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What was your favourite part of the art workshop? _____

Why? _____

5. Was there anything about the art workshop you did not like? _____

6. Have you had an artist at your school before? ☐ Yes ☐ No

Thank you. Please return the survey to the Artist or the Teacher

Figure 1: 2013 AIR Grants Program Patient/Student Survey

Permission to conduct this quality improvement study was granted by the Department of Health's Research Governance Office and registered on the Governance Evidence Knowledge Outcomes (GEKO) database. Before commencing each art workshop or bedside visit, the artist asked participants to complete a pre-program survey. The "Future World" art activity then commenced. Approximately ten minutes before the end of the workshop/bedside visit, participants then completed

¹ McDowell, I. (2006) Measuring health: A guide to rating scales and questionnaires. Oxford University Press: Oxford.

their post-program survey. While the patients/students completed their survey, any staff or parents present at the workshop/bedside visit were also asked to provide feedback via a survey. Survey feedback was collected from the 6th May to the 6th September 2013. All completed surveys were provided to HSS for data entry. HSS then provided The University of Western Australia with a de-identified data file for analysis and reporting.

3. RESULTS

STAFF AND PARENT SURVEY

Survey Response

Overall, 34 parents and 18 staff participated in the evaluation of the AIR Grants Program.

Demographics

Most respondents were female (76%). Of those staff that participated in the survey, 82% worked in education and 18% in health. No parents indicated they were Aboriginal and/or Torres Strait Islander. (Table 1a to 1c)



“Underwater” exhibition of student artworks

Table 1a: Are you male or female?

	n	%
Male	12	23.5
Female	39	76.5
Total	51	100.0

**1 person did not respond to the question*

Table 1b: Are you Aboriginal and/or Torres Strait Islander? (Parents only)

	n	%
Yes	0	0.0
No	33	100.0
Total	33	100.0

**1 parent did not respond to the question*

Table 1c: What is your area of work? (Staff only)

	n	%
Health	3	17.6
Education	14	82.4
Total	17	100.0

**1 staff member did not respond to the question*

Program Effectiveness

“My child was thrilled with what she made. It is always awesome to see a sick child smile and believe in themselves and this program enabled that, Thank you!” (Parent)

All staff and parents agreed that the art workshop provided patients/students with a positive distraction and positive experience (100%). The vast majority also agreed that the AIR Grants Program enhanced the hospital environment (96%). (Table 2, 3 and 4)

Table 2: The art workshop provided the patient(s)/my child with a positive distraction?

	n	%
Agree	52	100.0
Disagree	0	0.0
Don't Know	0	0.0
Total	52	100.0

Table 3: The art workshop provided the patient(s)/my child with a positive experience?

	n	%
Agree	51	100.0
Disagree	0	0.0
Don't Know	0	0.0
Total	51	100.0

**1 person did not respond to the question*

Table 4: The Artist in Residence Grants Program enhances the hospital environment?

	n	%
Agree	50	96.2
Disagree	0	0.0
Don't Know	2	3.8
Total	52	100.0

“Students loved the program and responded really well to the activity - with enthusiasm. The students were always happy to see Charlotte.” (Staff)



Student Sculptures

Health and Wellbeing

The vast majority of staff and parents agreed that the AIR Grants Program had a positive impact on the health and wellbeing of participants (98%) and that after taking part in the program, that patients/students seemed happier (98%), more relaxed (96%) and less bored (98%). In addition, staff and parents also agreed that the art workshop/bedside visit was a positive social experience (98%). (Table 5 to 9)

Table 5: The AIR Grants Program had a positive impact on patient/my child's health and wellbeing?

	n	%
Agree	50	98.0
Disagree	0	0.0
Don't Know	1	2.0
Total	51	100.0

**1 person did not respond to the question*

Table 6: After participating in the art workshop the patient(s)/my child seemed happier?

	n	%
Agree	49	98.0
Disagree	0	0.0
Don't Know	1	2.0
Total	50	100.0

**2 people did not respond to the question*

Table 7: After participating in the art workshop the patient(s)/my child seemed more relaxed?

	n	%
Agree	48	96.0
Disagree	0	0.0
Don't Know	2	4.0
Total	50	100.0

**2 people did not respond to the question*

Table 8: After participating in the art workshop the patient(s)/my child seemed less bored?

	n	%
Agree	48	98.0
Disagree	0	0.0
Don't Know	1	2.0
Total	49	100.0

**3 people did not respond to the question*

Table 9: The art workshop provided the patient(s)/my child with a positive social experience?

	n	%
Agree	50	98.0
Disagree	0	0.0
Don't Know	1	2.0
Total	51	100.0

**1 person did not respond to the question*

“Helps with social interaction and confidence.” (Staff)

Learning

All staff and parents agreed that the art workshop/bedside visit was an opportunity for patients/students to be creative and make art (100%). The majority of respondents also agreed that the AIR Grants Program taught participants new art skills (80%) and was an opportunity for patients/students to problem solve (88%). (Table 10 to 13)

Table 10: The art workshop was an opportunity for the patient(s)/my child to be creative

	n	%
Agree	52	100.0
Disagree	0	0.0
Don't Know	0	0.0
Total	52	100.0

Table 11: The art workshop was an opportunity for the patient(s)/my child to make art

	n	%
Agree	52	100.0
Disagree	0	0.0
Don't Know	0	0.0
Total	52	100.0

Table 12: The AIR Grants Program taught the patient(s)/my child new art skills

	n	%
Agree	40	80.0
Disagree	3	6.0
Don't Know	7	14.0
Total	50	100.0

**2 people did not respond to the question*

Table 13: The art workshop was an opportunity for the patient(s)/my child to problem solve

	n	%
Agree	46	88.5
Disagree	1	1.9
Don't Know	5	9.6
Total	52	100.0

Overall, 89% of staff agreed that the AIR Grants Program was a good way for children to learn aspects of the 'Arts learning area' (WA curriculum framework), 11% did not know. The majority of staff also thought that the program was an opportunity for patients/students to develop and express ideas (94%) and see how an artist works (83%). Most staff also agreed that the art workshop via the concept of "future world" also encouraged children to consider the environment (72%). (Table 14 to 17)

Table 14: The AIR Grants Program is a good way for children to learn aspects of the arts curriculum (Staff only)

	n	%
Agree	16	88.9
Disagree	0	0.0
Don't Know	2	11.1
Total	18	100.0

Table 15: The art workshop was an opportunity for patient(s) to develop and express ideas (Staff only)

	n	%
Agree	17	94.4
Disagree	0	0.0
Don't Know	1	5.6
Total	18	100.0

Table 16: The art workshop was an opportunity for patient(s)/my child to see how an artist works (Staff only)

	n	%
Agree	15	83.3
Disagree	0	0.0
Don't Know	3	16.7
Total	18	100.0

Table 17: The art workshop was an opportunity for patient(s)/my child to consider the environment (Staff only)

	n	%
Agree	13	72.2
Disagree	0	0.0
Don't Know	5	27.8
Total	18	100.0

Comments

Respondents were asked if there was anything else they would like to say about the AIR Grants Program. The following comments were made:

Staff

- *Today's session was fantastic and all the girls were well engaged and extremely positive.*
- *The children look forward to Charlotte's art program.*
- *Charlotte has shown a good understanding of students with mental health issues and has been able to adapt to engage them in her work.*
- *Students really appeared to enjoy the freedom of this activity. Good parent involvement also.*
- *Well done Charlotte. It is great having you on the ward. The students love it.*
- *In this particular ward this program has very positive outcomes for patients and parents.*
- *A fantastic, hands-on approach with a unique opportunity for the patients to be engaged with a practising artist! (and achieve amazing results).*
- *It was good to see some of the more shy patients be more open when being involved in the art session. Great work!*
- *I think Charlotte has done a great job. She has brought fresh ideas - mainly sculpture and a fresh approach. She has worked in a very non-threatening and empathetic manner with the children. I have worked alongside her and have been able to engage some of the more difficult kids - which is always admirable. She has added to our program with vitality and sense of humour.*
- *The students in day program are long term attendees and really look forward to Charlotte coming and have loved making their sculptures.*

Parents

- *Fantastic program! Great therapy and welcome distraction. Thankyou*
- *It's a great experience for the children and gives them something different to do. My son really enjoyed the arts work.*
- *Always good for the kids to be happy.*
- *I fully support such programs for children in hospital. My sister still remembers fondly her art sessions completed at PMH when she was a child.*
- *The art work shown was very bright and exciting. It may be nice for the children to watch and artist at home - with a quick "How to". Thanks so much for a wonderful opportunity to meet Charlotte.*
- *Amazing! XXX is an active and bright 7 year old who has been in hospital for 7 days and is going CRAZY! Thank you to the amazing Air Grants for making him smile!!*
- *This is a great Idea! To keep the kids occupied.*
- *Great work. You all do very special.*
- *Awesome job!! Loved seeing my boy smile!!*
- *Very worthwhile. Adds excitement to an otherwise mundane stay. My son loved it.*
- *My daughter has found art helps to escape the darkness she feels and lessens the noisy constant cycle of predominantly negative thoughts. Her expression through art is deeply personal, beautiful and the growth in her creative expression has been significant in less than a term. Charlotte's experience as an artist has been refreshing, inspiring and delightful - just like her.*
- *Please continue.*
- *Fantastic program.*
- *Great idea. It is a very long day for the kids at PMH. This was a fun distraction for my child.*
- *Fantastic distraction and initiative.*

- *XXX loves this programme.*
- *Was a wonderful way for her to express herself creatively and take her mind off being in hospital. Very therapeutic.*
- *Very friendly and adaptable. Age appropriate workshop arranged for XXX. He loved it. Thank you.*
- *Not all children are academic so giving this opportunity enables children to express themselves through art. I think it's excellent.*



“Undergrowth” exhibition of student artworks

PATIENT/STUDENT SURVEY

Survey Response

Overall, 280 patients/students participated in the AIR Grants Program, of which some participated in multiple workshops/bedside visits. Due to the nature of hospital care, parents were not always present at the time an arts activity was conducted. Parental consent to participate in the evaluation was obtained for 89 patients/students of whom 19 took part in multiple workshops/bedside visits resulting in 108 completed surveys. Of these students, 63 patients/students were aged eight years and over and completed both a pre-program and post-program survey. Of these 63 participants, 15 took part in multiple workshops/bedside visits resulting in 78 completed surveys. The patient/student results are based on these 78 surveys.

Demographics

The average age of respondents was 12 years. Almost two thirds of respondents were female. One in seven respondents indicated they were Aboriginal and/or Torres Strait Islander. (Table 18a to 18c)

Table 18a: Gender (Are you a boy or girl?)

	n	%
Male	27	34.6
Female	51	65.4
Total	78	100.0

Table 18b: Age (How old are you?)

	n	%
8 years	6	7.8
9 years	8	10.4
10 years	13	16.9
11 years	10	13.0
12 years	8	10.4
13 years	6	7.8
14 years	11	14.3
15 years	8	10.4
16 years	5	6.5
17 years	2	2.6
Total	77	100.0
Average age	12 years	

**1 patient/student did not respond to the question*

Table 18c: ATSI (Are you Aboriginal or Torres Strait Islander?)

	n	%
Yes	9	13.6
No	57	86.4
Total	66	100.0

**12 patients/students did not respond to the question*

Program Effectiveness

The majority of patients/students enjoyed taking part in the Air Grants Program (99%). (Table 19)

Table 19: Did you enjoy the art workshop?

	n	%
Yes	74	98.7
No	1	1.3
Total	75	100.0

**3 patients/students did not respond to the question*

Health and Wellbeing

The majority of patients/students indicated that participating in the AIR Grants Program made them feel happy (84%), more relaxed (75%) and less bored (88%). (Table 20a to 20c)

Table 20a: Did the art workshop make you feel happy?

	n	%
Yes	65	84.4
No	3	3.9
Don't know	9	11.7
Total	77	100.0

**1 patient/student did not respond to the question*

Table 20a: Did the art workshop make you feel more relaxed?

	n	%
Yes	44	74.6
No	5	8.5
Don't know	10	16.9
Total	59	100.0

**19 patients/students did not respond to the question*

Table 20a: Did the art workshop make you feel less bored?

	n	%
Yes	60	88.2
No	5	7.4
Don't know	3	4.4
Total	68	100.0

**10 patients/students did not respond to the question*

A pictorial measure of mental health was also used before and after the workshop/bedside visit to assess changes in affect by asking patients/students how they felt on a 'faces-scale' that ranged from sad to happy. Significantly more students felt happy after participating in the AIR Grants Program than before the workshop/bedside visit (Figure 2, pre-survey=72%, post-survey=86%, $p<0.01$).

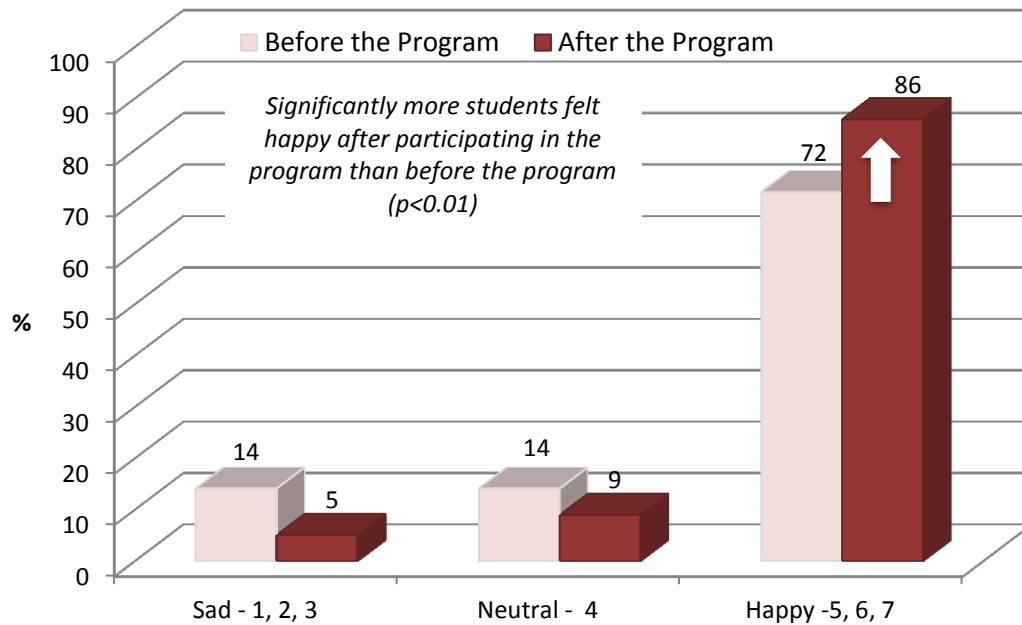


Figure 2: How do you feel right now? (n=78)

Learning

Almost half of all patients/students (43%) had not previously had an artist at their school. (Table 21)

Table 21: Have you had an artist at your school before?

	n	%
Yes	36	57.1
No	27	42.9
Total	63	100.0

*15 patients/students did not respond to the question

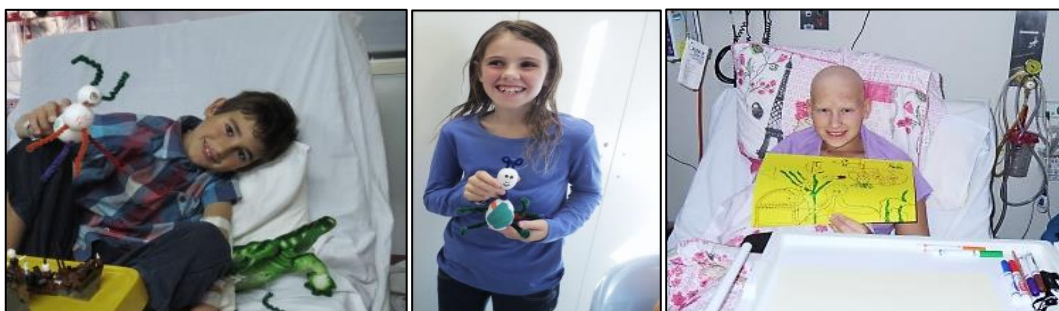
Comments

Students were asked what their “favourite part of the art workshop?” was. The following comments were made:

Favourite part?	Why?
○ All of it (x2)	
○ Being creative with mum	
○ Building my rocket	→ Because it was awesome
○ Colouring	→ Because I want to
○ Colouring in	
○ Colouring my art	
○ Creating	→ I used my imagination
○ Creating my own world	→ It was relaxing & creative
○ Creating the astronaut	→ Because it was fun
○ Drawing (x2)	
○ Drawing	→ Because I like drawing

Favourite part?	Why?
○ <i>Drawing</i>	→ <i>I love using my mind in drawing</i>
○ <i>Drawing</i>	→ <i>Because I can express myself</i>
○ <i>Everything (x2)</i>	
○ <i>Everything</i>	→ <i>She is a great teacher</i>
○ <i>Everything and teacher</i>	
○ <i>I went to 'school'</i>	→ <i>Because I wanted to but couldn't because I was sick</i>
○ <i>Looking at it when it was finished</i>	→ <i>Because it looked cool</i>
○ <i>Looking at what we made</i>	→ <i>Because it was awesome</i>
○ <i>Lots of stuff to stick in</i>	
○ <i>Making art</i>	
○ <i>Making his legs look like high heels</i>	
○ <i>Making it look crazy</i>	→ <i>Because I enjoyed it</i>
○ <i>Making the grass stick out</i>	
○ <i>Painting</i>	→ <i>Because I love painting</i>
○ <i>Pipe cleaners</i>	→ <i>Because they were fun to play with</i>
○ <i>Putting the fur on</i>	
○ <i>Seeing it wobble</i>	
○ <i>Sticking in the feathers</i>	
○ <i>Talking</i>	
○ <i>The art</i>	
○ <i>The freedom of doing anything I wanted</i>	
○ <i>The mess</i>	→ <i>Because I like making a mess</i>
○ <i>The opportunity to draw</i>	→ <i>I was bored</i>
○ <i>The rainbow</i>	→ <i>Awesome</i>
○ <i>Thinking about what to design</i>	
○ <i>When dad put the glasses on</i>	→ <i>Because he looked funny</i>

AIR Grants Program Participants



The students were then asked if there was anything about the workshop that they did not like. The following comments were made:

- *No, Nope, Nothing, Nothing at all, No – I loved it (x36)*
- *Colour didn't show up*
- *Cutting out*
- *Oil pastels got smudgy*

4. CONCLUSION & RECOMMENDATIONS

Program Effectiveness

HSS, CAHS and the artist were successful at delivering a high quality program that provided patients/students with a positive experience and positive distraction from the hospital environment. Participants found the AIR Grants Program to be enjoyable, while staff and parents indicated that the program enhanced the hospital environment.

Health and Wellbeing

The AIR Grants Program had a positive impact on the mental health (happiness, relaxation, boredom) and social health of patients/students.

Learning

Via the theme of "Future World", the AIR Grants Program was effective at teaching patients/students aspects of the 'Arts learning area' (WA curriculum framework). By giving participants the opportunity to make art, the program encouraged patients/students to be creative, develop and express ideas, problem solve, consider the environment and develop their art skills. The AIR Grants Program gave patients/students the opportunity to interact and work with an artist. This was a new experience for many participants who had not previously had an artist at their school.

Recommendations

1. Patients/students, parents and staff were overwhelmingly happy with the AIR Grants Program. It is recommended that funding be sought to continue this program in its current form.
2. The AIR Grants Program had a positive impact on student learning, health and wellbeing. It is therefore recommended that the program continue to engage the creativity and imagination of patients/students through educational arts activities.

Student Artworks





THE UNIVERSITY OF
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Achieve International Excellence

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