Health education for music students: Course design, implementation and evaluation

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Musicians’ health & wellbeing – Top issues

- Debilitating music performance anxiety (MPA)
- Performance-related musculoskeletal disorders (PRMDs) (*Kok et al., 2016*)
- Noise-Induced Hearing Loss (NIHL)
- Wellbeing ↑ & fatigue ↓ than non-musicians BUT
  perfectionism ↑; sleep quality ↓; self-rated health ↓; health responsibility ↓; and stress management & use of coping skills ↓ (*Araujo et al., 2017*)
- Music teachers for health related advice (*Williamon & Thompson, 2006*)
Health promotion

Health education
(improving health literacy + training life skills)

Health communication

WHO, 1998
Developing a new health curriculum for musicians

- Existing curricula and findings of intervention studies for MPA and PRMDs
- Literature on health psychology and behaviour change tools
- Discussions with heads of UG programmes
- Part of core curricula among UG Year 1 students (6 lectures and 5 seminars)
- Presenters and facilitators: current or former musicians
- **Topics**: practice strategies; successful careers; anatomy; performance anxiety; lifestyle; behaviour change tools
- **Assignment** about implementation in daily life
Course evaluation

- Questionnaires at baseline (October 2016) and post-course (March 2017)
- Interviews
Main quantitative findings (T1-T2)

- Increases in **perceived knowledge** of
  - Effective practising strategies ($Z_{[68]} = -4.325, p < .001$)
  - Effective rehearsal strategies ($Z_{[68]} = -3.842, p < .001$)
  - Learning and memorising strategies ($Z_{[68]} = -2.649, p < .01$)
  - Ergonomics/posture ($Z_{[68]} = -2.450, p = .014$)
  - Music performance anxiety ($Z_{[68]} = -4.972, p < .001$)
  - Life skills and behaviour change techniques ($Z_{[68]} = -3.671, p < .001$)
  - Resources for healthy music-making ($Z_{[68]} = -4.452, p < .001$)
  - Sound intensity levels associated with hearing loss ($Z_{[68]} = -2.090, p = .03$)

- Increases in **awareness** of risk factors for PRMDs ($Z_{[68]} = -3.091, p < .01$)
Course evaluation – interviews (N=20)

• Perceived benefits of the course
• Effective characteristics and components of the course:
  - the intimacy of seminars and the informal atmosphere
  - finding out about peers
  - the ‘toolbox’ approach
• Suggestions for improvements
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WHO, 1998
Critical thinking & health in music education
A NWCDTP-funded event, RNCM, 14 November 2017

Jane Ogden, Professor of Health Psychology, University of Surrey

Reinhard Kopiez, Professor of Music Psychology, Hanover University of Music and Drama
Be in tune and in shape!

Thank you!

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