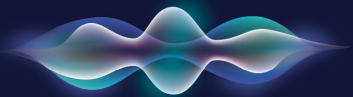


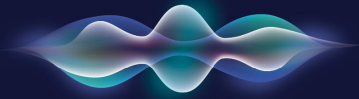
Wellbeing Education For Musicians In Professional Training: Interdisciplinary Recommendations

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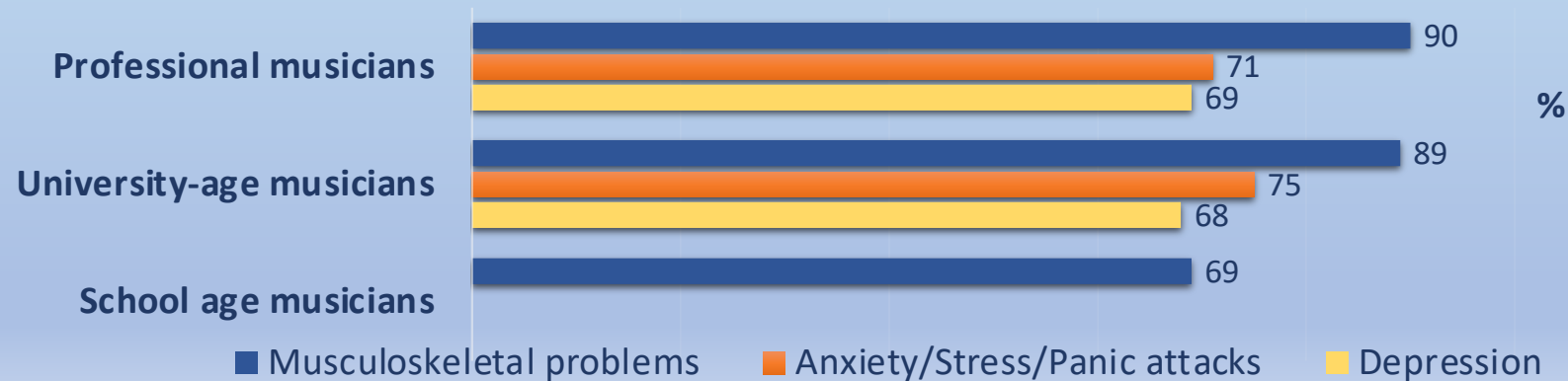


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Introduction

Performance-related problems in musicians



Performance-related problems (PRP) in musicians of all ages remain persistently high, despite over three decades of research and health promotion aimed at the music sector.

Gross, S. and G. Musgrave (2016). *Can Music Make You Sick? Music and Depression*. University of Westminster. Retrieved 17 Oct 2020, from <https://core.ac.uk/download/pdf/161104499.pdf>.

Steinmetz, A., et al. (2015) *Frequency, severity and predictors of playing-related musculoskeletal pain in professional orchestral musicians in Germany*. *Clinical Rheumatology* 1-9

Ioannou, C. I. and E. Altenmüller (2015). *Approaches to and treatment strategies for playing-related pain problems among Czech instrumental music students: An epidemiological study*. *Med Probl Perf Art* 30(3): 135-142

Koops, L. H., & Kuebel, C. R. (2019). *Self-reported mental health and mental illness among university music students in the United States*. *Res. Stud. Music. Educ.*, 43(2), 129-143

Ranelli, S., et al. (2011). *Playing-related musculoskeletal problems in children learning instrumental music: The association between problem location and gender, age, and music exposure factors*. *Med Probl Perform Art* 26(3): 123-13

Research question & Aim

RESEARCH QUESTION:

What services, support, education and information are needed to support and build wellbeing skills and resilience in talented young people?

AIM:

Provide recommendations from the literature for a Musicians' Wellbeing Protocol that is **sustainable**, **enhances** musicians' overall **wellbeing**, and **reduces** occupational **psychological** and **physical problems**



Emotional

Becoming self aware and developing effective coping skills



Environmental

Taking care of the global environment and contributing to the community



Financial

Managing money and living in and planning for financial health



Intellectual

Finding ways to expand and stretch knowledge further to become a lifelong learner



Occupational

Developing career aspirations, thinking forward and accumulating skills for a working career



Physical

Eating well, sleeping well and looking after the body



Social

Creating a sense of belonging while developing strong social networks for support and guidance



Spiritual

Exploring beliefs, values and ethics and creating a sense of purpose and meaning in life

Healthy Conservatoires UK. *Wellbeing framework 2020*
Available from: <https://healthyconservatoires.org/framework/>

Interdisciplinary Literature Search



- Music industry research
- Performance science
- Performing arts medicine
- Music & Higher education
- Educational theory
- Behaviour change
- Wellness science
- Occupational & Public Health
- Self-determination theory
- Business: Health insurance

Gaps between theory and practice

Musicians are at **high risk of occupational injury**

Psychological & physical **problems interact and influence** each other

Behaviour change is **essential** to improving health status - **information alone is insufficient**

Highest impact intervention occurs at the **political & organisational** level

Continuous program **evaluation & adjustment** is **critical** to success

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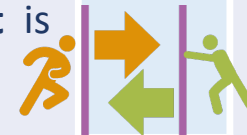
Music **education rarely includes wellness training**

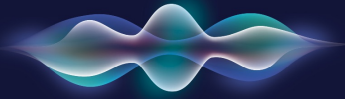
They are **usually managed separately**

Existing wellness education **programs** mostly **deliver information** and advice, with some offering optional wellness activities

Most musicians' **health promotion increases individual** knowledge and skills

Wellness programs' effectiveness is **rarely assessed**





Conclusions



Principles

- **Most critical factor in occupational wellbeing is organisational culture and policy**
- Cultivate **healthy behaviours** – (COM-B model)
- Integrate **physical and psychological** wellbeing
- Critical for organisation leaders to **engage** with healthy workplace culture; **champion and model** healthy behaviours
- Goals & actions must fit the **context**
- Develop students' health **knowledge and self-regulatory skills**
- Treat health as **integral** to the whole musician

Strategies

- **Collaborate** with stakeholders throughout program planning, delivery and evaluation
- Interventions at **multiple organisational levels** with clear goals (policies, processes, education, support)
- Create & sustain **healthy, supportive environments**
- Address **beliefs and attitudes**
- Biometric **screening** relating to risk factors
- Use a **variety** of engagement and delivery modes
- Establish **targeted programs** for specific problems
- One-on-one **coaching**
- Early accessible, affordable, appropriate **intervention** for symptoms
- Ongoing responsive program **evaluation**