

Spring 3-18-2022

## Reducing "Treble" with Performance Focused Music Programs in Medical School: A Student Driven Needs Assessment to Clarify Participation Barriers Amongst Undergraduate Medical Students

Alexander Tu  
*University of Nebraska Medical Center*

Tiffany Truong  
*University of Nebraska Medical Center*

Kristy J. Carlson PhD  
*University of Nebraska Medical Center*

Matthew J. Brooks DMA  
*University of Nebraska at Omaha*

Jayme R. Dowdall MD  
*University of Nebraska Medical Center*

Follow this and additional works at: [https://digitalcommons.unmc.edu/emet\\_posters](https://digitalcommons.unmc.edu/emet_posters)



Part of the [Medical Education Commons](#), and the [Music Commons](#)

---

### Recommended Citation

Tu, Alexander; Truong, Tiffany; Carlson, Kristy J. PhD; Brooks, Matthew J. DMA; and Dowdall, Jayme R. MD, "Reducing "Treble" with Performance Focused Music Programs in Medical School: A Student Driven Needs Assessment to Clarify Participation Barriers Amongst Undergraduate Medical Students" (2022). *EMET Projects*. 34.

[https://digitalcommons.unmc.edu/emet\\_posters/34](https://digitalcommons.unmc.edu/emet_posters/34)

This Poster is brought to you for free and open access by the College of Medicine Students at DigitalCommons@UNMC. It has been accepted for inclusion in EMET Projects by an authorized administrator of DigitalCommons@UNMC. For more information, please contact [digitalcommons@unmc.edu](mailto:digitalcommons@unmc.edu).

## INTRODUCTION

- Integration of the arts into medical education has numerous benefits, including reducing burnout<sup>1</sup> and producing empathetic physicians.<sup>2</sup>
- Investment in arts-related activities has expanded considerably. However, funding remains a common limitation for further integration of arts into medical education.<sup>3</sup>
- Clarifying student preferences and barriers to music programs can optimize such limited resources to best suit medical student needs.

## OBJECTIVES

The purpose of this study is to survey medical students in order to:

- Examine their music experiences.
- Evaluate satisfaction with current music opportunities and interest in/attendance of music performances.
- Assess potential barriers and support mechanisms during medical training.

## METHODS

- This is a mixed-method, cross-sectional study design.
- A 43-item semi-structured questionnaire and semi-structured interview was created with a team of healthcare providers with music backgrounds and collegiate music professors for content validity.
- Questions were piloted among eight medical students with modifications in response to feedback.
- Participants were recruited to take the survey via social media platforms, and those who completed survey were invited to complete a follow-up interview.

## SELECTED RESULTS

**93** Student participants  
**511** Currently-enrolled students  
**7** Students interviewed

**18.2%**  
Survey response rate

Gender	
Male	43.9% (n = 25)
Female	56.1% (n = 32)
Race	
White	80% (n = 56)
Non-white	20% (n = 14)
Music Background	
Instrument	44.1% (n = 41)
Singing	50% (n = 28)

Table 1. Participant demographic data

### Diversity of Music Backgrounds and Preferences

Figure 1. Years of music performance experience

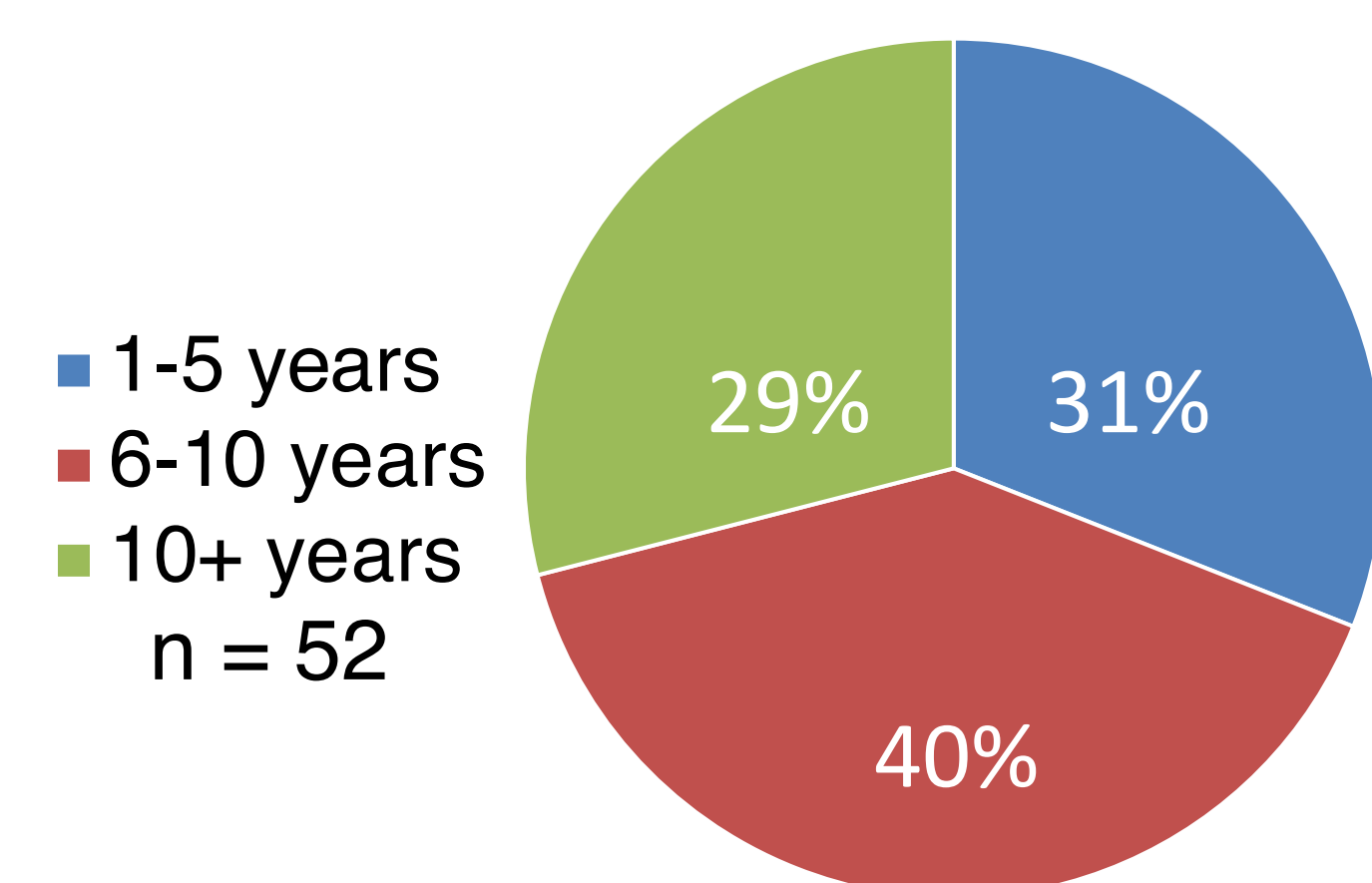
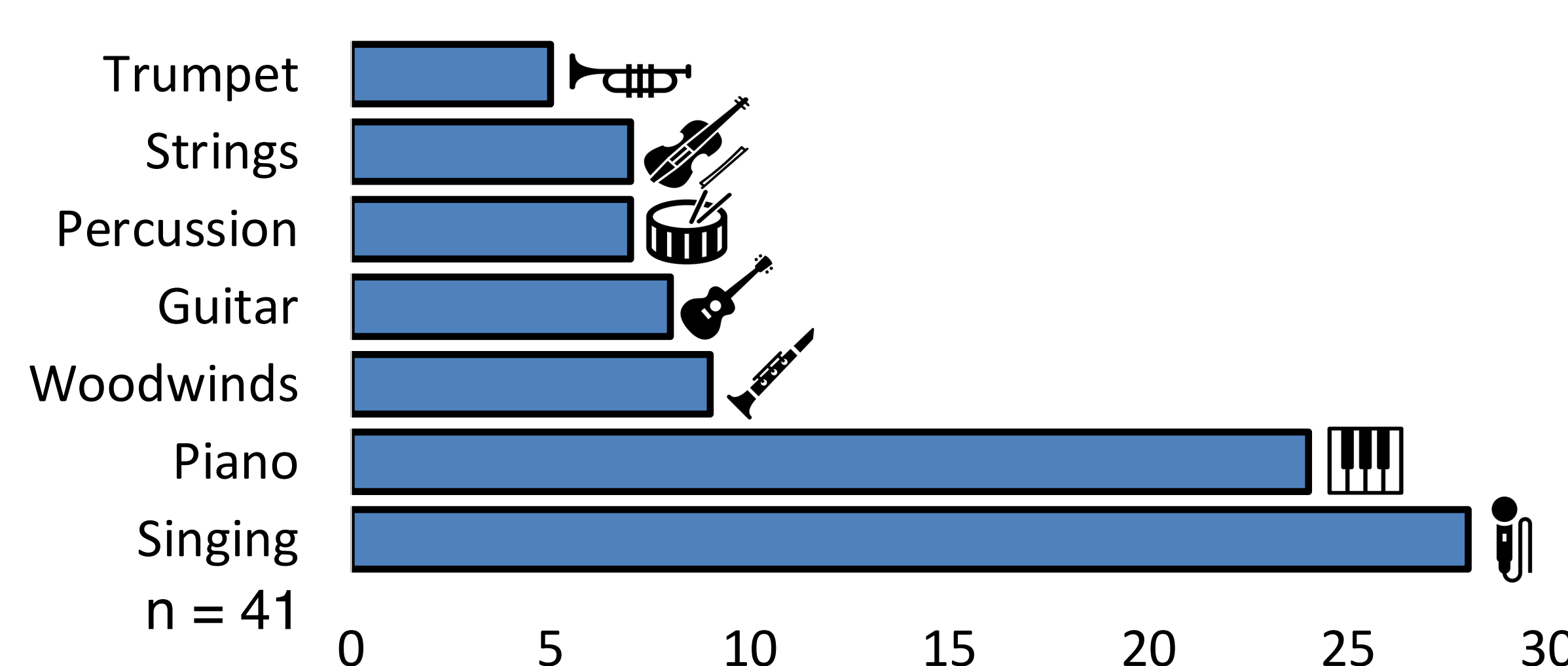


Figure 2. Most played instruments or instrument groups



### Music and Well-Being

Figure 3. “Listening/performing music is a great form of stress relief for me.”

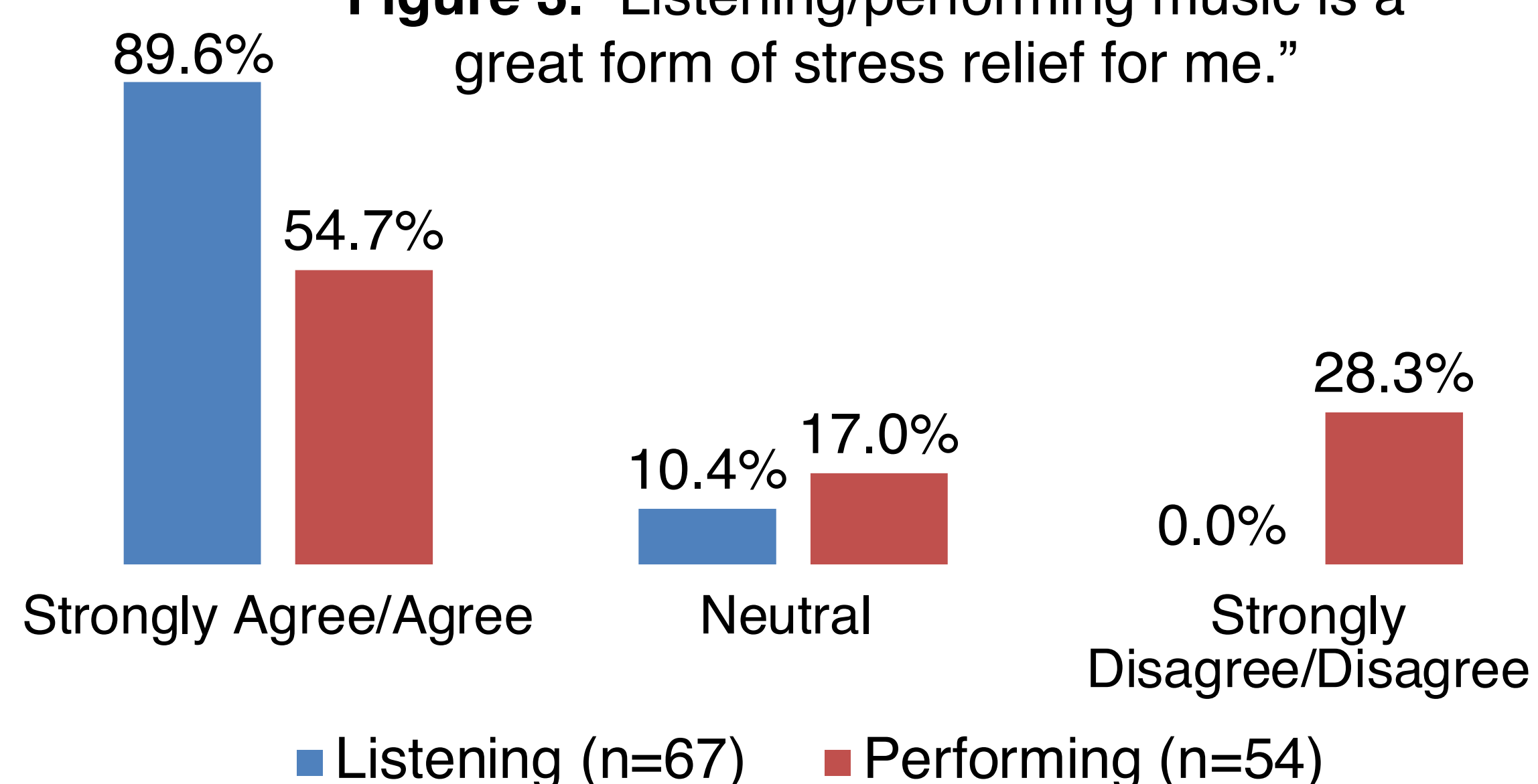
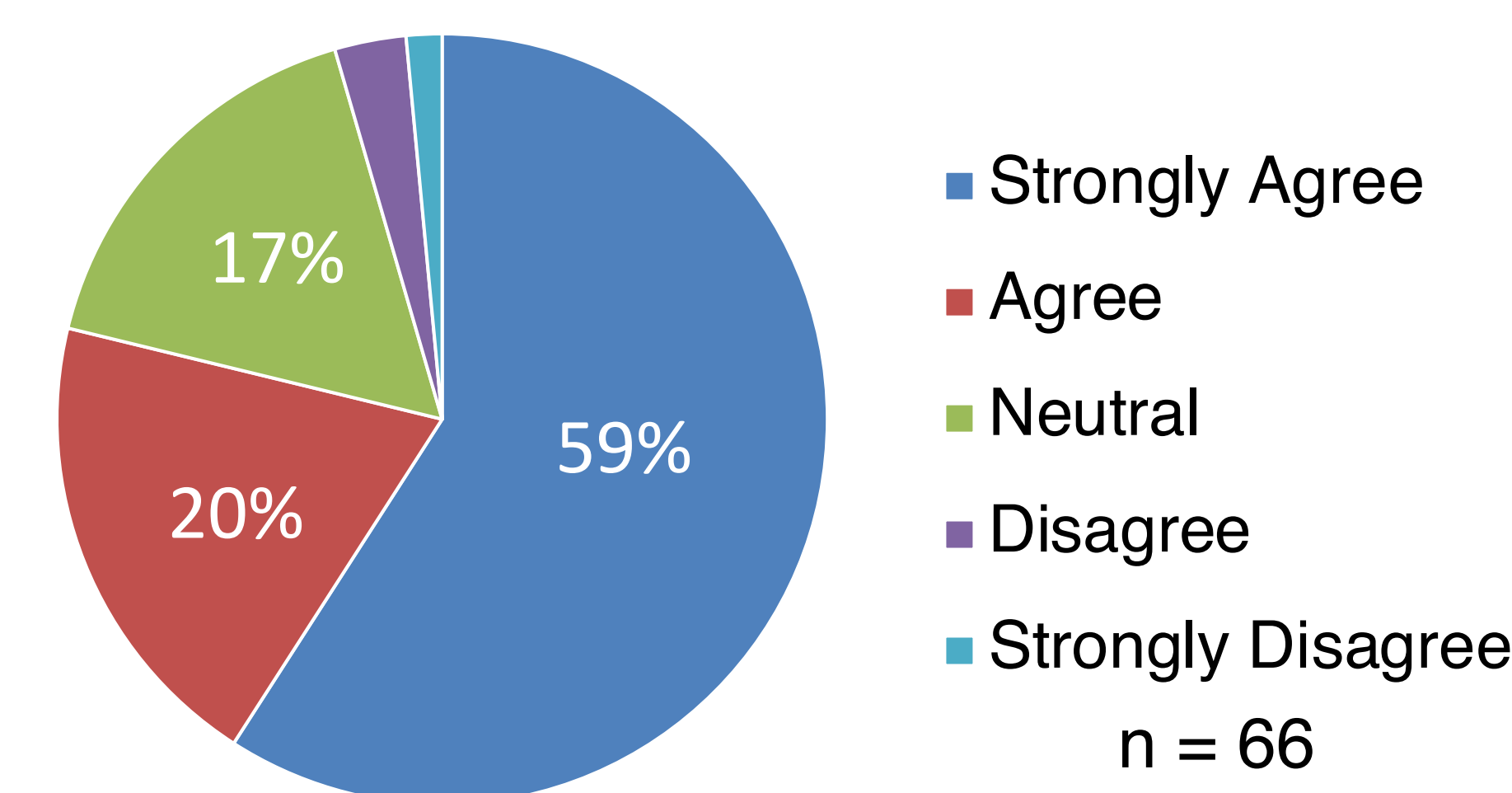


Figure 4. “It is important that I use music for stress relief.”



### Current Involvement in Music and Limitations

Figure 5. “Do you still perform publicly?”

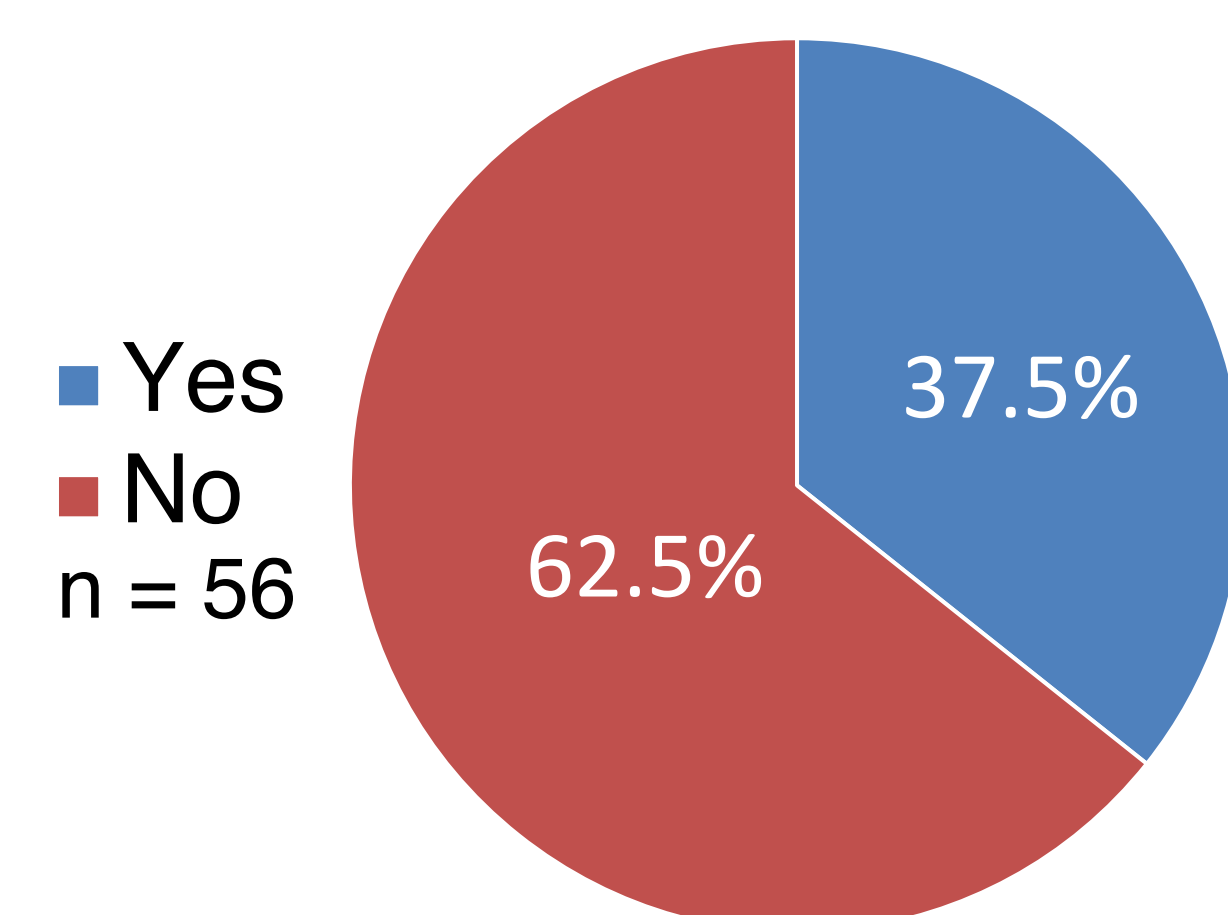
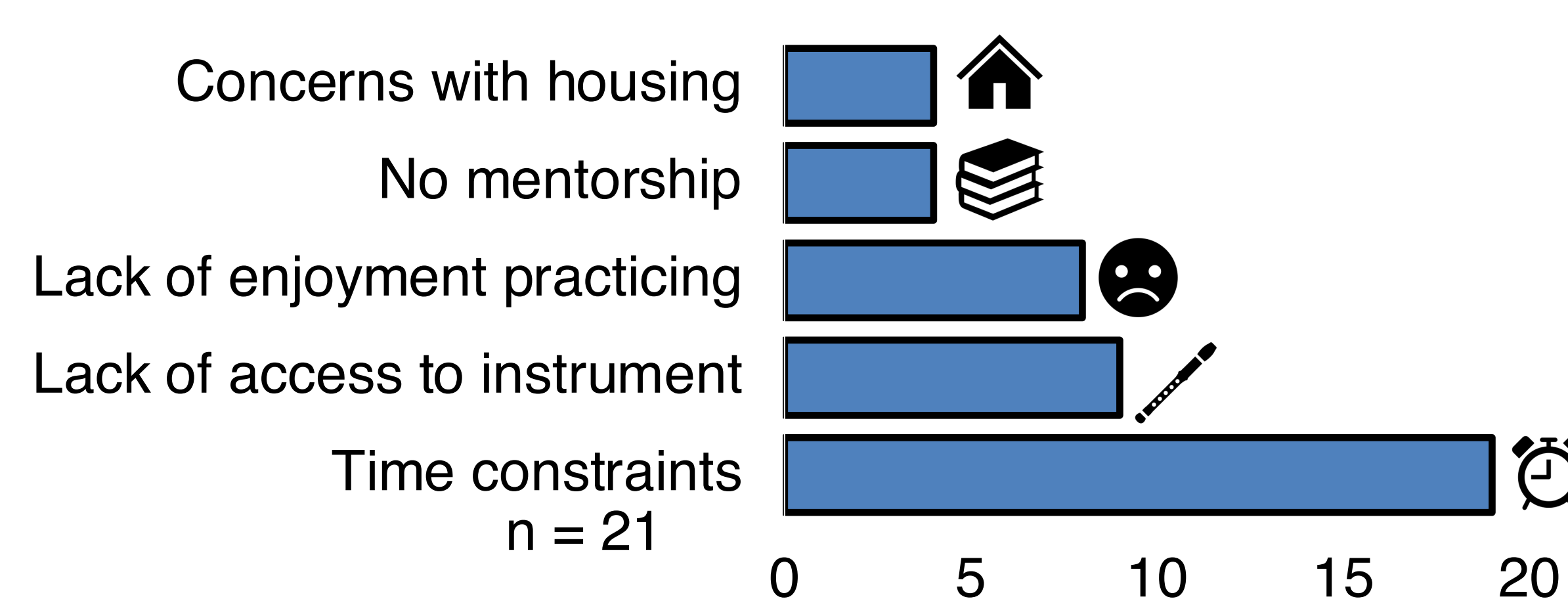


Figure 6. Commonly cited factors limiting music involvement



## SUMMARY AND DISCUSSION

### KEY FINDINGS

- 78.8% of respondents agreed that music was essential to their wellbeing. Although many students have stopped playing or performing music, 62.7% wished to engage in more music-related events at their medical centers.
- Of those who no longer play music, 90.5% of respondents reported time constraint as the limiting factor, followed by lack of access to instruments at 42.9%.

### FUTURE DIRECTIONS

- The survey and interview tools used in this study can be used to assess the needs of music-related wellness offerings at medical training programs.
- Future investments in music programs during medical training could contribute positively to stress reduction, improve engagement and overall training experience, and enhance empathic understanding during medical practice.

## KEY REFERENCES

- MacDonald RAR. Music, health, and well-being: A review. *International Journal of Qualitative Studies on Health and Well-being*. 2013;8(1):20635.
- Bleakley A. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge; 2015.
- Rodenhauser P, Strickland MA, Gambala CT. *Arts-Related Activities Across U.S. Medical Schools: A Follow-Up Study*. *Teaching and Learning in Medicine*. 2004;16(3):233-239.

## ACKNOWLEDGEMENTS

Special thanks to the UNMC Department of Otolaryngology-Head and Neck Surgery, and the UNMC College of Medicine, Arts and Humanities EMET.