

## Template for an *Essentials* Teaching Resource

**NOTE:** *The teaching resource can be open source and/or self-created. If you are using an open source, please accurately cite your source(s) under the “Additional resources/Publication” section.*

### Resource Title: Music Therapy

### Domain & Competency Information

<b>Domain</b>	<b>Competency</b>	<b>Sub-competencies</b>
Domain 10: Personal, Professional, and Leadership Development	10.1 Demonstrate a commitment to personal health and well-being.	10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.  10.1c Contribute to an environment that promotes self-care, personal health, and well-being.  10.1d Evaluate the workplace environment to determine level of health and well-being.

### Entry or Advanced Level: Entry

**Teaching Strategy:** (*Highlight all teaching strategies used in this resource.*)

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| <ul style="list-style-type: none"> <li>• Assessment Strategy</li> <li>• Case Study</li> <li>• Clinical Learning</li> <li>• Concept Mapping</li> <li>• Curriculum Mapping</li> <li>• Developmental Learning</li> <li>• <b>Didactic Learning</b></li> <li>• Flipped Classroom</li> <li>• Integrative/Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>• Learning Modules</li> <li>• Reflective Writing</li> <li>• Role-Playing</li> <li>• Rubric</li> <li>• Simulations</li> <li>• Virtual Learning</li> <li>• Webinar</li> <li>• Other: <b>Music</b></li> </ul> |
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**Overview:** (*Provide a brief overview of what the resource is. Maximum 2-3 sentences.*)

In this activity, music therapy was utilized prior to course exams. Different types of music, based on student preferences were played for 10 minutes prior to the exam. Once all students were seated, all students were asked to quietly listen to music for one minuet. Then the music was discontinued to begin the exams.

**How to Use:** (*Provide steps on how to use this resource.*)

Music was obtained from you-tube and played over the exam rooms speakers. Students checked in for exams and were encouraged to listen to music playing. For one minuet students were silently listening to music and then the music was discontinued, and the exam begun.

Materials:

- Computer for you-tube and speaker

Instructions:

- The Course Coordinator will:
  - Brief the exam proctors on how to conduct the activity.
  - Utilize the classroom computer
- The Exam Proctors will:
  - use the Faculty Guidance/Instructions Document to brief the students group on the activity.
  - Play music during exam check in.

**Integrative Learning Strategies:** *(Provide strategies on how the student should receive this teaching.)*

Learning Objectives:

- Discuss how self-care is related to a healthy work environment.
- Demonstrate behaviors that cultivate an environment to enhance wellness.

In this activity, students encouraged to participate in listen to music during exam check in. Prior to the exam the music helps create a calm and quiet environment for learners to release tension and relax prior to a course exam.

**Assessment Strategies:** *(Provide tools or instructions on how to assess the student's learning outcomes.)*

Faculty Observation – Write the observation criteria.

- Observe students are participating.
- Observes for signs of healthy behaviors related to well ness and self care.

**Exemplars:** *(If applicable, share an exemplar or examples of what the outcomes should look like.)*

Not Applicable

**Possible Courses:** *(List courses in bullet form).*

- All clinical courses in an undergraduate program

**Additional Resources/Publications:** (*Properly cite and link all resources using [Chicago Author-Date style](#).*)

## ABSTRACT

JORGIE A. CONTRERAS

THE EFFECTS OF A MUSIC INTERVENTION ON STRESS, ANXIETY, AND ACADEMIC PERFORMANCE AMONG NEW UNDERGRADUATE NURSING STUDENTS

DECEMBER 2022

The aim of this study was to assess whether a music intervention, compared to no music intervention, influences stress and anxiety levels and academic performance of undergraduate nursing students enrolled in their first semester of nursing coursework. Nursing students experience higher levels of stress than students in any other health science academic programs and if unable to manage their stress, it can potentially impact their health and academic performance. A randomized controlled approach explored the effects music has on stress and anxiety levels and academic performance among undergraduate nursing students. Students were randomized into two recording groups: 1.) Music Intervention Group (experimental), and 2.) Non-Music Group (control). Heart rate, blood pressure, State-Trait Anxiety (STAI) scores, and academic performance were measured and compared between the two groups. A total of 89 students participated in the study. A decrease in STAI scores from pre-intervention to post-intervention was found in the music group ( $p = .001$ ). An increase in heart rate for both groups were recorded from pre-intervention to post-skill ( $p < .001$ ) and post-intervention to post skill ( $p < .001$ ). An increase in blood pressures from post-intervention to post-skill assessment ( $p = .001$ ) was reported for only the music group. This study addressed how or if music can influence the physiological and/or psychological responses of students while also promoting them to engage in self-care.

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**List all sub-competencies met with this teaching resources below.** *(To view a list of all domain sub-competencies, visit: <https://www.aacnnursing.org/Essentials/Domains>.)*

**Sub-competencies for entry-level professional nursing education (if applicable):**

*(Example: 6.1b Use various communication tools and techniques effectively.)*

- 10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.
- 10.1c Contribute to an environment that promotes self-care, personal health, and well-being.

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