Rosie Fortune

BPMF7010 Presentation

Developing a wellbeing program for college music students: Part two- addressing the challenges of transitioning to higher education.

Developing a wellbeing program for college music students

Part One

- Desk Based Literature review
- Wellbeing draft program created in response to research

(Fortune, 2023)

Part Two

- Considered wellbeing and transition to HE
- Refined wellbeing program.

Part Three

- Will pilot the wellbeing program with college music students.



I teach vocational courses in music performance to 16 to 19 year olds.
20 years music and singing teaching experience

The Manchester College (TMC)

One of the largest further education colleges in Europe
City Campus houses over 1400 students
95 music performance students

THE POPULATION OF INTEREST

Adolescents

Poor Mental Health
(Newlove-Delgado et al., 2022),

Low Life Satisfaction
(Reuter et al., 2022)

Adolescents In Greater Manchester

Child Poverty 37%
(End Child Poverty, 2022)

Rise in referrals to CAMHS
(Manchester City Council, 2022)

TMC Music Students

1/3 Low Income Backgrounds

44.2% Declared SEND

Living in Poverty

Lack of confidence in career aspirations
(Weinger, 1998)

Impacts educational outcomes
(Ferguson et al., 2007; Ladd, 2012; Ratcliffe & McKernan, 2012; Lacour & Tissington, 2021)

Systematic Reviews of adolescent wellbeing found no effective interventions

(Vojt et al., 2018; Parsonage-Harrison et al., 2022)

SEND

Propensity to poor mental health
(Coughlan, 2011)

Poor wellbeing more likely.
(Keis, 2020).

MUSICIANS HAVE WELLBEING CHALLENGES TOO

Financial Precarity

(Sutherland et al., 2019)



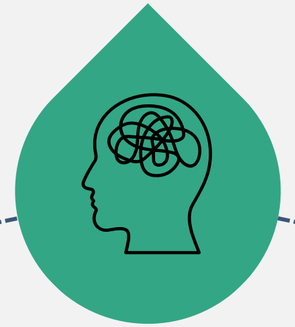


Performance Related Injuries

(Elam et al., 2022)

Mental Health Difficulties

(Taborsky, 2007; Fernholz et al., 2019; Newman et al., 2021)





Drug and Alcohol Misuse

(Raeburn, 2000; Forsyth et al., 2016)

Imposter Syndrome

(Sims & Ryan, 2023)



TRANSITION TO HIGHER EDUCATION (HE) IS A PROBLEM

Reported Issues

Students are not prepared

(Money et al., 2019; Thompson et al., 2021; Cifuentes Gomez et al., 2022; Cage et al., 2021)

Independent Study Skills

(Money et al., 2019; Worsley et al, 2021; Cifuentes Gomez et al., 2022)

Independent Living

(Thompson et al., 2021; Gravett & Winstone, 2021; Worsley et al., 2021)

Depression and Anxiety

(Kroshus et al., 2020)

Physical, Social and Academic Awkwardness

(Williams & Roberts, 2022)

Transition to HE presents significant challenges

Music Students

(Perkins et al., 2017; Pecen et al., 2018; López-Íñiguez & Bennett, 2020)

But are challenges in transition a necessary part of the process?

Gravett & Winstone (2021) suggest ‘Becoming’.

NO WELLBEING PROGRAMS FOR MUSIC STUDENTS AT COLLEGE?

Music Students need support with their wellbeing



Potential Impact

Research Questions

- What are the wellbeing challenges faced by college and undergraduate music students?
- Are there differences or similarities between the wellbeing challenges faced by these two groups?
- How can my wellbeing program be developed in response to the research findings to support music students now and in their futures?

Methods

- Practical Problem Solving
- Interventions in situ
- Often used in education

DBR + Pragmatism+ Mixed Methods = 

(Design-Based Research)

Exploratory Mixed Methods-Quals followed by Quants (Creswell, 2013)

(Servillo & Schreurs, 2013; May et al. 2023)

Qualitative Data

Semi-Structured Interviews with Undergraduate Music Students

Data Coded Using Reflexive Thematic Analysis

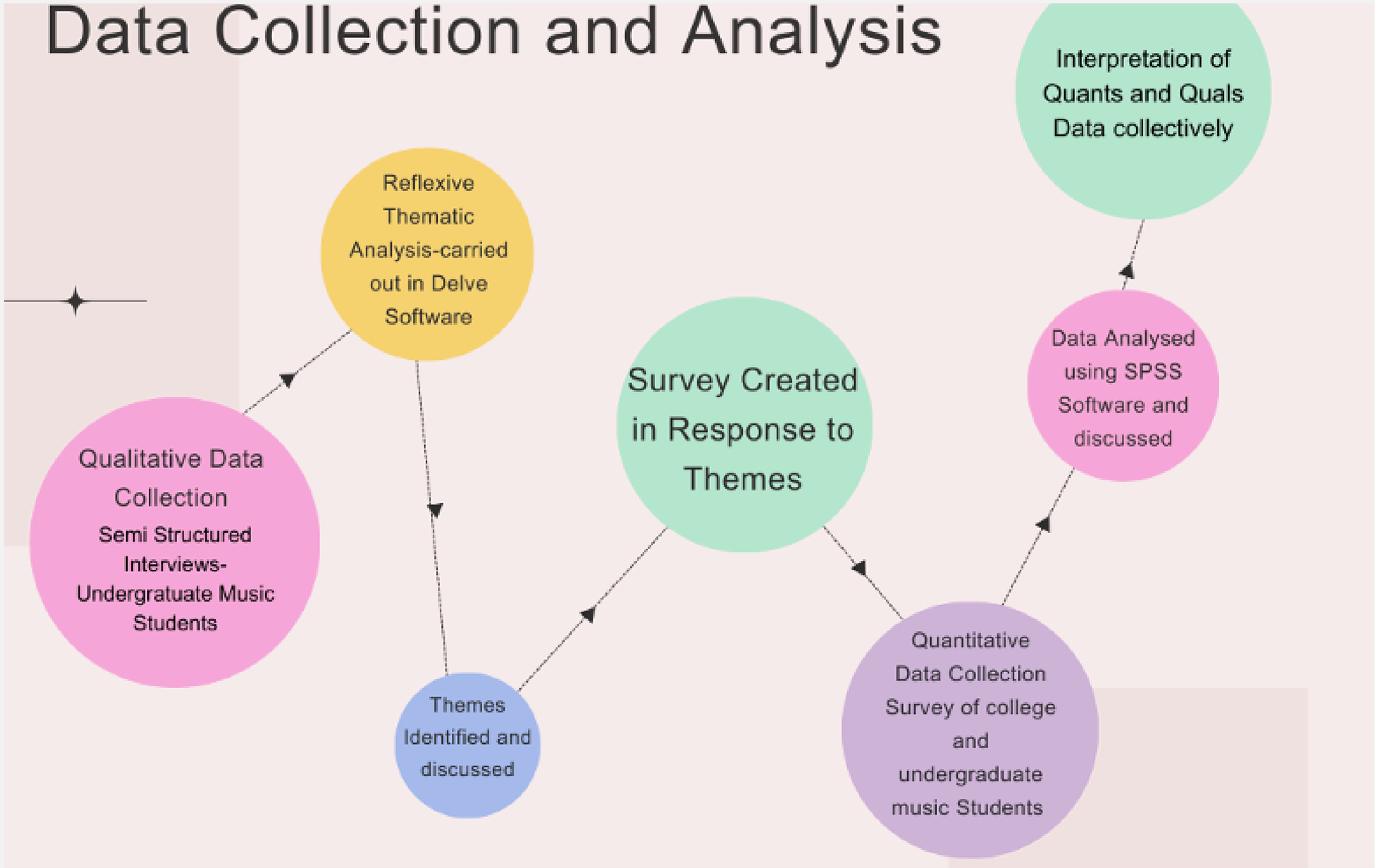
(Braun & Clarke, 2019)

Quantitative Data

A survey with Undergraduate and college Music Students

Data Analysed using SPSS Software

Data Collection and Analysis



Participants

Interviews

N=5

M=2, F=3

Age Range 18 to 24

Undergraduate year 1=2

Undergraduate year 2=2

Undergraduate year 3=1

Survey

N=76

M=32, F=37, TG=2, NB=2, NA=2

Age Range 16 to 24

16-18 College Students=49

Undergraduate Students =27

Ethics and Insider Research

Ethical Approval

(UK Research & Innovation, 2023)

Social Desirability Bias

(Caputo, 2017).

Informed Consent

(Kumar, 2011)

Participant Groups

(Bonner & Tolhurst, 2002).

Anonymous Surveys

(Bradbury-Jones et al., 2014)

Inclusivity

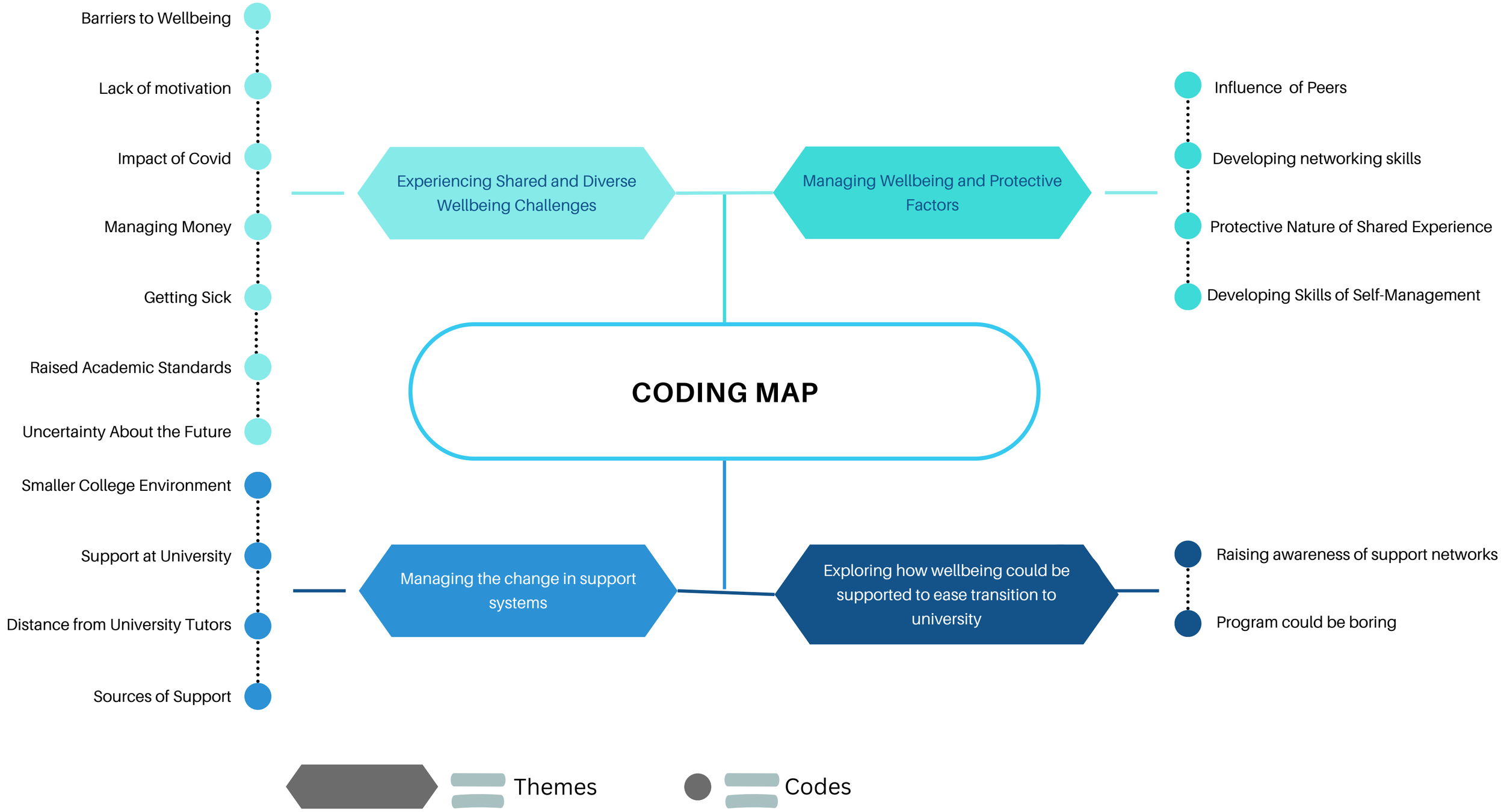
(Friesen et al., 2017; Likis, 2021; Solomon et al., 2021))

Qualitative Findings

Six Stages of Reflexive Thematic Analysis

1. **Familiarisation**
2. **Coding**
3. **Generating initial themes**
4. **Reviewing and developing themes**
5. **Refining, defining and naming themes**
6. **Writing up**

(Braun & Clarke, 2019)


Barriers to Wellbeing
Lack of motivation
Impact of Covid
Managing Money
Getting Sick
Raised Academic Standards
Uncertainty About the Future
Smaller College Environment
Support at University
Distance from University Tutors
Sources of Support
Experiencing Shared and Diverse Wellbeing Challenges
Managing Wellbeing and Protective Factors
Influence of Peers
Developing networking skills
Protective Nature of Shared Experience
Developing Skills of Self-Management
CODING MAP
Managing the change in support systems
Exploring how wellbeing could be supported to ease transition to university
Raising awareness of support networks
Program could be boring
Themes
Codes

THEME ONE-SHARED AND DIVERSE WELLBEING CHALLENGES

1. Living Independently

“it's a lot to like go from like obviously having a lot of things done for you to having to do everything by yourself” (P1)

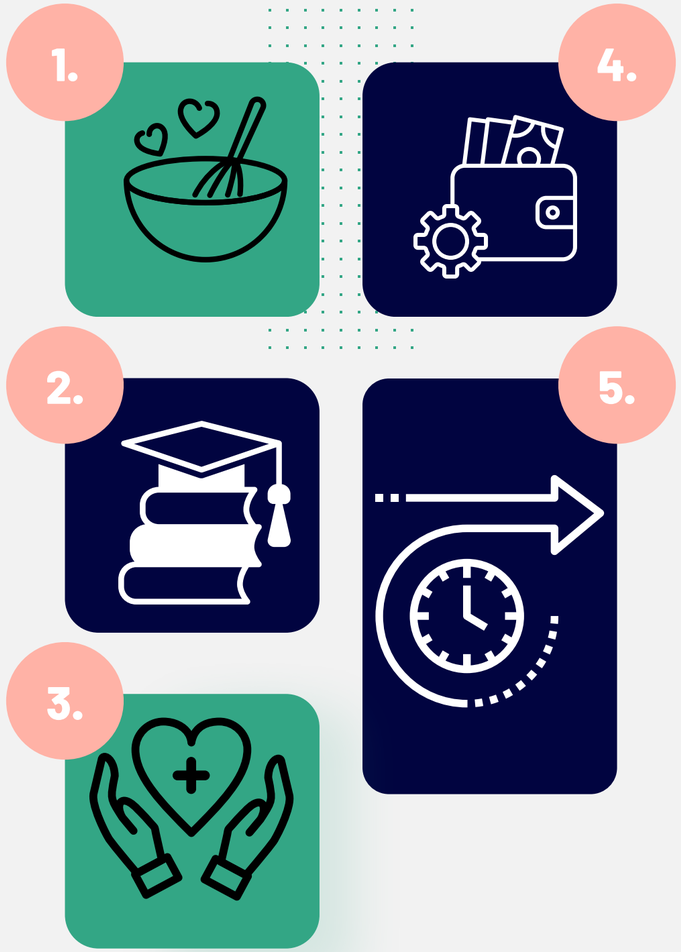
2. Raised Academic Standards

Lecture halls intimidating

Unknown terminology

3. Mental and Physical Health Challenges

“I feel like I gained more anxiety than ever.” (P5)



4. Managing Finances

Student loans overwhelming

work alongside study difficult

5. Uncertainty about the future

Looking to university to provide answers

Worried about regrets later

THEME TWO-MANAGING WELLBEING AND PROTECTIVE FACTORS

Importance of Friendship Groups

Positive impact of peer group

Supporting healthy behaviours

Managing Through Struggles

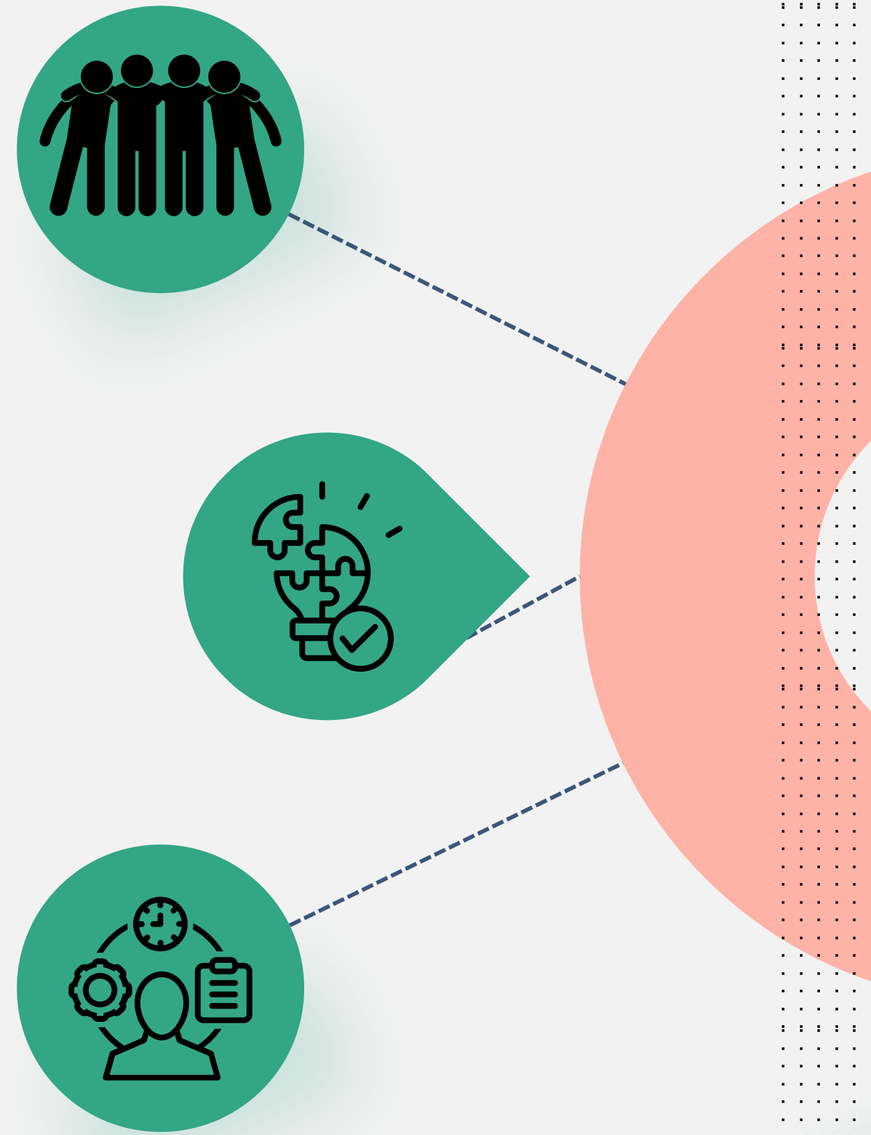
“I did struggle going, oh well, all these people are better than me. What am I doing here? But it's just again, just a a matter of perseverance, like I've now come to the end of the year and I did pretty good, I did pretty good.” (P4)

Developing Self-Management Skills

Scheduling

Achieving Balance

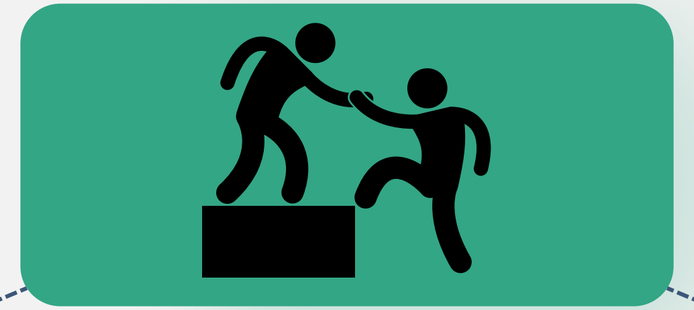
Knowing how to help themselves

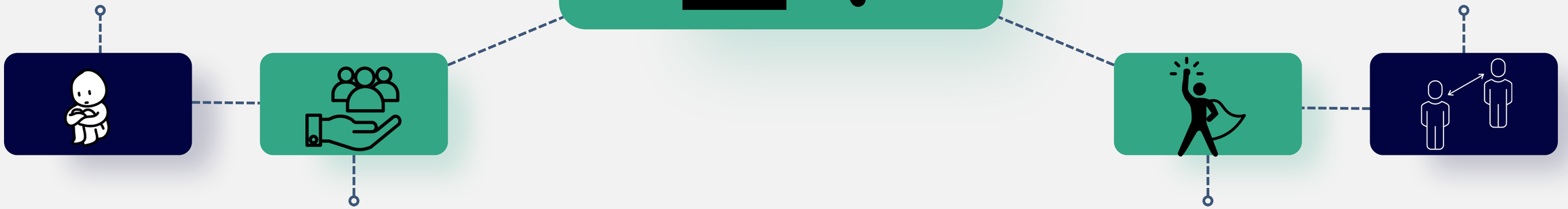


THEME THREE-MANAGING CHANGE IN SUPPORT SYSTEMS

Support Systems Changed

“So I think I've got a lot more support for my friends than my than from the uni which is kind of…. it's surprising to have that sort of switch.” (P1)





University Tutors Felt Distant

Accessing Support at University

“I think support wise I really only got like one e-mail regarding my attendance like about halfway through the year and then just before exams were starting I got another e-mail about how they were going to set up a team's call and asking me if I was OK with that. I hadn't seen it until like lessons had finished.” (P1)

Autonomy Felt Good

“And it's a it's a lot easier to manage. You know, 'cause, you're responsible for your own failure.” (P2)

THEME FOUR-EXPLORING HOW WELLBEING COULD BE SUPPORTED TO EASE TRANSITION TO UNIVERSITY

Relationships, Communication and Teamwork

Teamwork and communication is difficult without tutor support

Exploring Shared Experience

Knowing you are not alone is powerful

Making Industry Connections

“Making connections and stuff that's crucial [...] You actually aren't gonna get anywhere in the industry if you don't have connections.” (P2)











Raising Awareness of Support Networks

Support now and in future careers

Developing Economic Wellbeing

“I think out of pocket one, financial management, very much important.” (P4)

INTERVIEW FINDINGS DISCUSSION

Shared and Diverse Wellbeing Challenges

Developing Independence

Reactive to Proactive Support

(Worsley et al., 2021; Gravett & Winston, 2021; Cage et al.,2021; Money et al., 2019; Cifuentes Gomez et al., 2022)

Wellbeing and Protective Factors

Social Connections Are Key

(Gravett & Winstone, 2021; Worsley et al., 2021; Williams and Roberts, 2022)



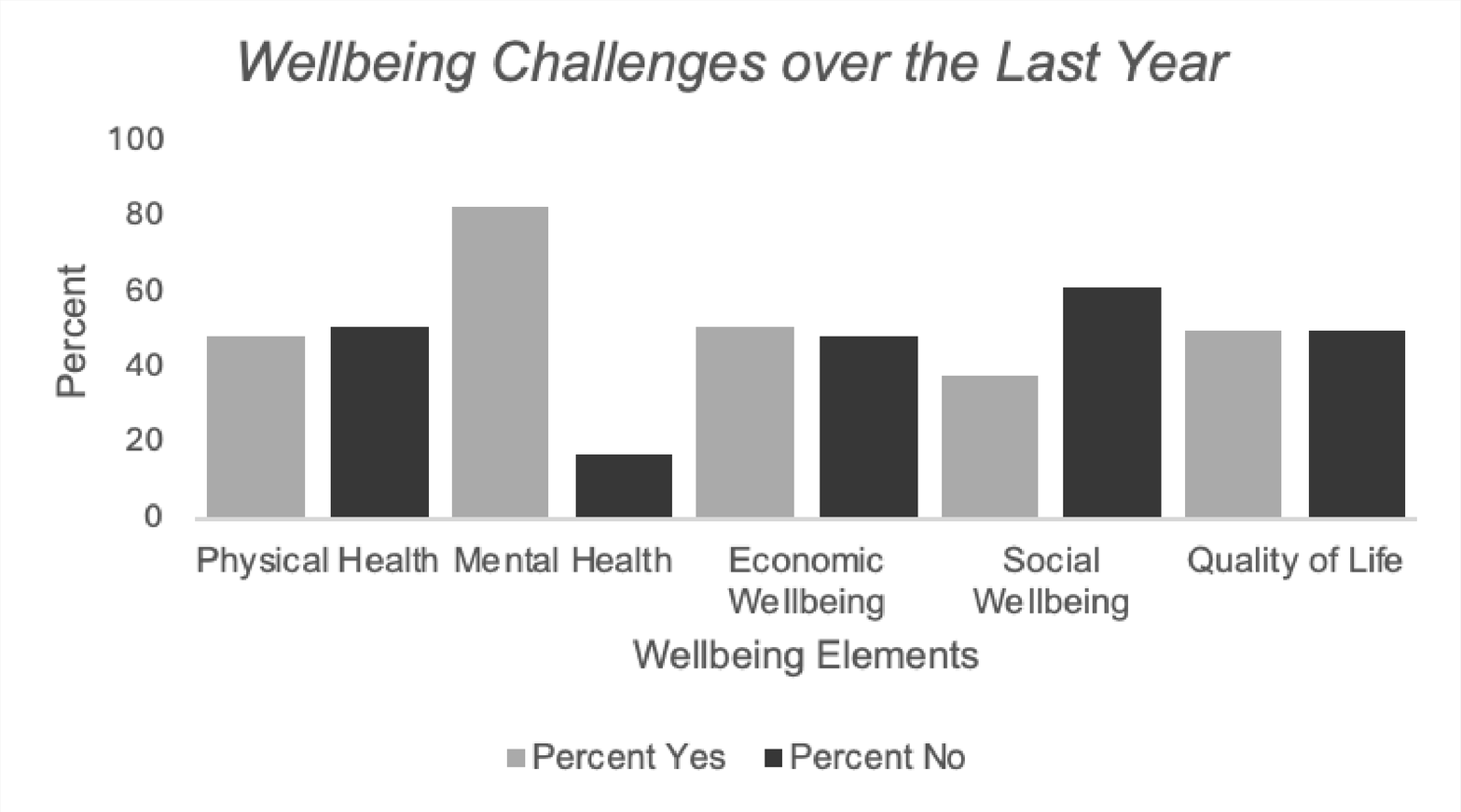
Exploring how wellbeing could be supported to ease transition to university

Networking. Managing Finances.

(Worsley et al., 2021; Gravett & Winston, 2021; Cage et al.,2021; Money et al., 2019)

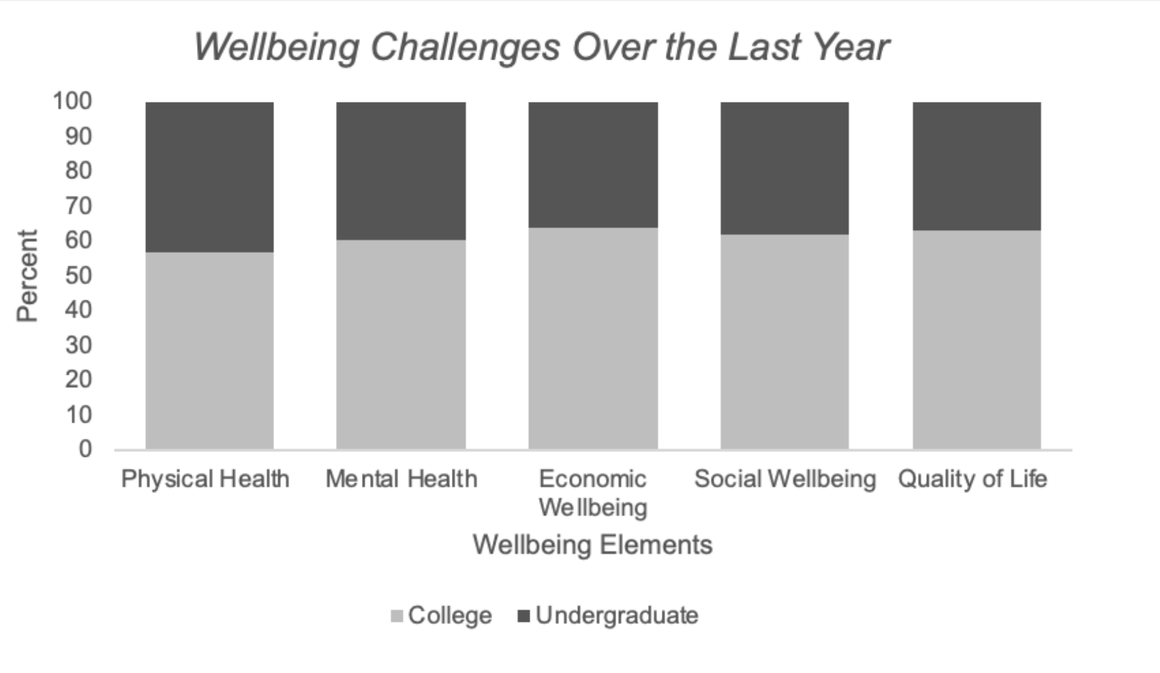
Quantitative Findings

What are the wellbeing challenges faced by college and undergraduate music students?



82.9% (SD = 0.38) of the sample said they had experienced challenges to their mental health over the last year.

Are there differences or similarities between the wellbeing challenges faced by these two groups?



College vs. Undergraduate Ratings of Wellbeing Elements

Mental health provided the only significant result ($t(74) = 2.03$, $p = 0.04$)

Undergraduates ($M = 36.03$; $SD = 22.46$)

College students ($M = 47.93$; $SD = 25.43$)

Undergraduates rated their mental health as worse over the last year

Which of the wellbeing elements is of most significant challenge to undergraduate and college music students?

Table 4

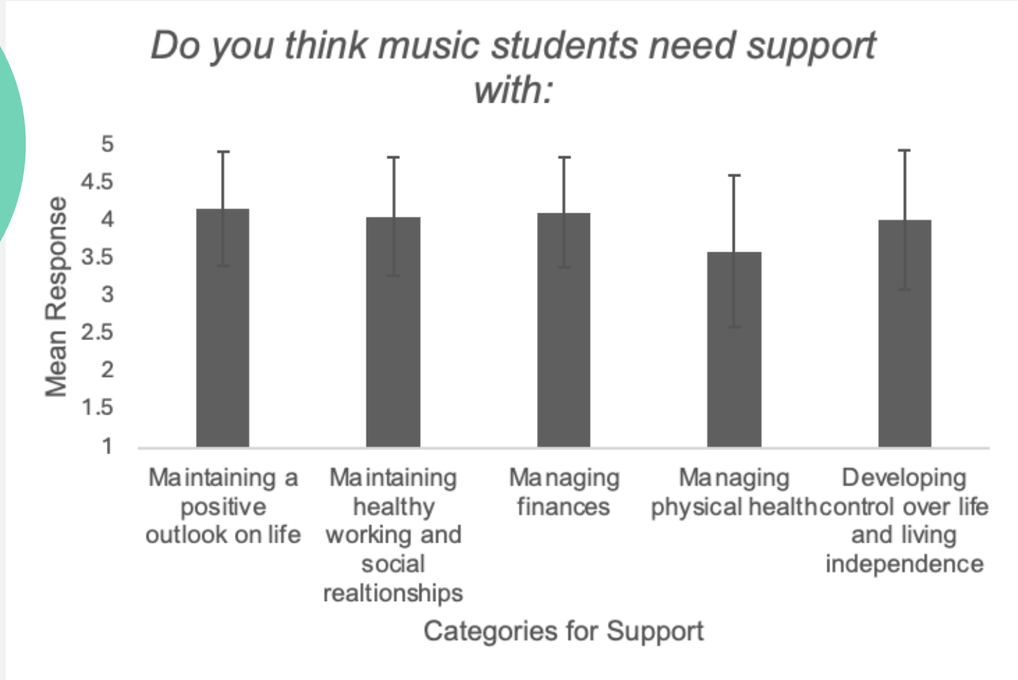
Rate your wellbeing over the last year using the given categories.

Wellbeing Category	Mean	St. Deviation
Physical Health	53.35	23.68
Mental Health	43.71	24.93
Economic Wellbeing	49.69	21.04
Social Wellbeing	60.38	25.53
Agency	50.71	25.79

Note. Ratings were given from 1 to 100 with 1 being the poorest rating.

How can my wellbeing program be developed in response to the research findings to support music students now and in their futures?

Music Students require support in all five wellbeing categories



Undergraduates believe two wellbeing categories most important

	College		Undergraduate		t-value	p-value
	Mean	SD	Mean	SD		
Maintaining a positive outlook on life	4.04	0.79	4.44	0.64	-2.27	0.02
Maintaining healthy working and social relationships	3.88	0.83	4.41	0.57	-2.94	0.04

Quantitative Findings Discussion

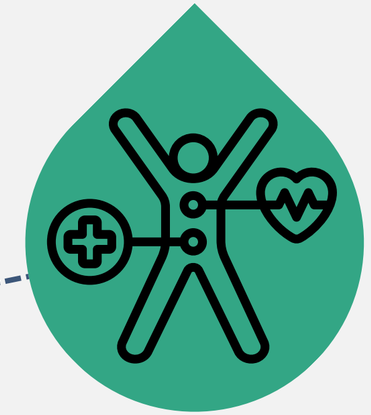
Mental Health

(Keis, 2020; Coughlan, 2011; Manchester City Council, 2022; End Child Poverty, 2022; Newlove-Delgado et al., 2022).



Physical health

(Williamon & Thompson ,2006; Rickert et al., 2015; Elam et al., 2022;)





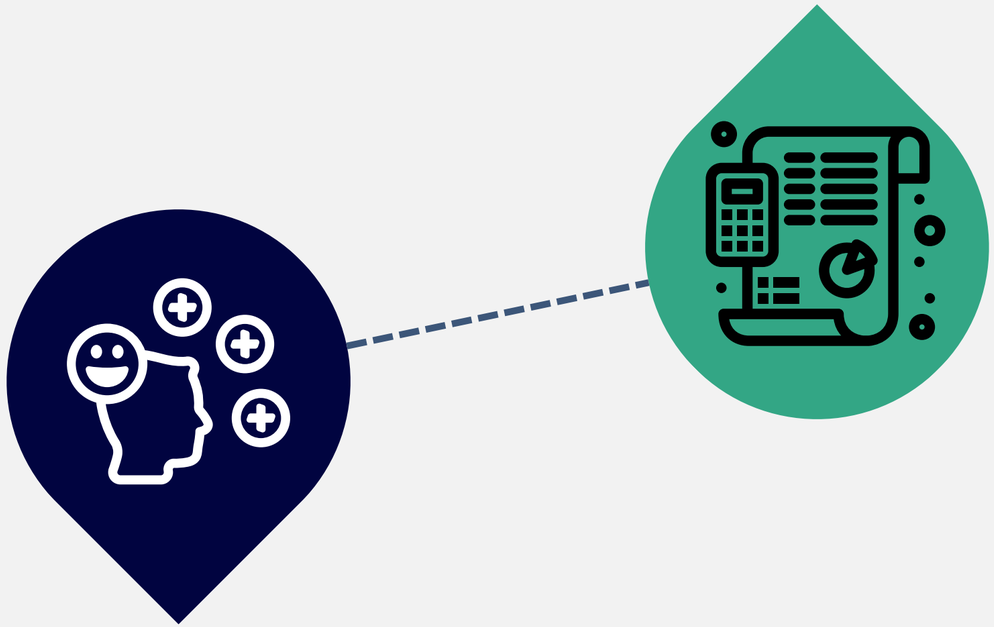
Independent Living and Learning

(Money et al., 2019; Cage et al., 2021; Gravett & Winstone, 2021; Worsley et al., 2021).

Quantitative Findings Discussion

Managing Finances

(Sutherland et al.,2019)



Maintaining a Positive Outlook on Life

(Newman et al., 2021)

Customised Wellbeing Support

(Williams and Roberts, 2022)

Synthesised Findings

Mental Health in Transition

- Quals and quants aligned
- Anxiety, Loneliness and Academic pressures
- Undergrads experienced more severe mental health challenges
- Tentative Implications
- Mental health support for undergrads needed.
- Subject Specific Interventions

Perkins et al., 2017; Pecen et al., 2018; López-Íñiguez & Bennett, 2020)

Managing Finances

- Second most important area for support
- Mirrored in quals
- Implications for GM Adolesents
- Widening Participation
- Financial hardship has negative impacts on mental and physical health
- Strategies to support economic wellbeing a priority

(Jessop et al., 2005; Reid et al., 2019; Potter et al., 2020; End Child Poverty, 2022: McCabe et al., 2022)

Refinements to my Wellbeing Program

- Increase the amount of content around mental health- tools for managing anxiety and maintaining a positive outlook on life.
- Inclusion of independent living skills- budgeting for independent living, managing schedules, communicating sources of support.
- Developing networking skills through role-play.
- Focus on the independent practising of working and social skills.
- Inclusion of a wellbeing through transition session(s) where the post-college experience can be explored.
- Content to improve awareness around the types of wellbeing challenges that professional musicians experience.
- Additional content on physical health awareness for musicians.

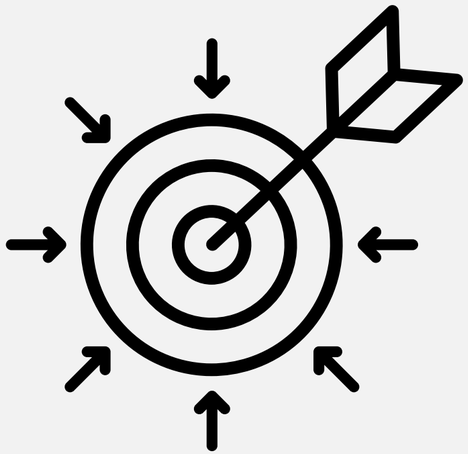
Research Limitations

Participant Groups



Timing of Research





Specific Mental Health Issues

Wider Geographic Reach

Factors that Impact Mental Health

Suggestions & Implications for Future Research

Is college to Late?

How does ‘Becoming’ play a part?

(Gravett & Winstone, 2022)

Final Thoughts and Next Steps

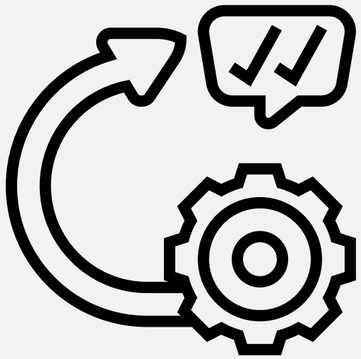
Proactive Customised Approach to Wellbeing Needed



Effective Interventions for Adolescent Mental Health is Vital



Piloting the Wellbeing Program



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