

MODULE 6

*An assessment of an Acceptance and Commitment Coaching and
Psychological Skills Training based audition preparation
programme*

BACKGROUND

- The researcher - Professional musical theatre actor and vocal coach
- Module 3 - Awareness of MPA in MT singers (James and Shipley, 2022)
 - Audition anxiety (Keating, 2020)
- Module 4 - A review of literature presented a gap in resources that effectively cater to MT audition anxiety
 - Time commitment and integration of intervention into material (Osam et al., 2017; Chen, 2017)
 - Acceptance and Commitment Coaching and Psychological Skills Training presented as most appropriate for MT auditions (MPA reduction, skills improvement and accessibility)
- Module 5 - Development of the Performance Enhancement Programme (PEP)

WHAT IS PERFORMANCE ENHANCEMENT PROGRAMME (PEP)

- A 5 day programme that integrates PST and ACC into MT audition preparation
 - Introduction session
 - Explore MPA and audition anxiety
 - Discuss the principals of ACC and PST (Winn et al., 2019)
 - Introduction to exercises (Bandura, 1986)
 - Participants receive PEP workbook (Greene, 2003; Juncos and Pavia de Pona, 2022)
 - 5 days wherein ACC and PST are integrated into audition preparation practice
 - Participants execute daily exercises
 - Daily journals are completed (Zimmerman, 1989)
- A self-help and self-regulated learning based programme (Klimczack et al., 2023)

WHAT IS ACCEPTANCE AND COMMITMENT COACHING

- Acceptance and Commitment Coaching (ACC): based off Acceptance and Commitment Therapy, it is a coaching method that aims to enhance psychological flexibility and reactivity to anxiety through acceptance and defusion of MPA symptoms (Hayes et al., 2013)
 - Mindfulness - present moment awareness (Kabat-Zinn, 1990)
 - Acceptance of anxious thoughts and feelings
 - Defusion - separating one's self from internal experiences (Juncos and de Pavia e Pona, 2022)
 - Values (Identification of performance values, incorporating of values into material preparation) (Eifert and Forsyth, 2005)

WHAT IS PSYCHOLOGICAL SKILLS TRAINING (PST)

- A multifaceted cognitive intervention based on the principals of Cognitive Behavioural Therapy (Vealey, 1988; Gould, Eklund and Jackson, 1993) that aims to enhance performance through improving metacognitive skills and self-efficacy
- Key intention was to improve self efficacy - the belief that one has the capacity to achieve they goals they set (Gould, Eklund and Jackson, 1993)
 - Self-Regulated Learning (Planned practice, practice diaries, goal setting)
 - Pre-performance Routine (Greene, 2003)
 - Exposure Therapy (Desensitization Exercise) (Greene, 2003; Harris and Hayes, 2009)

THIS RESEARCH PROJECT

- To use a mixed methods approach to investigate if PEP effectively taught ACC and PST skills and assess it's impact on MPA and perceived performance quality in post secondary MT performance students
- Aims
 - Develop methodologically sound work based research project
 - Assess PEP's impact on ACC skills, PST skills, MPA and perceived performance quality
 - Identify and fill gaps in previous research
- Objectives
 - Conduct ACC and PST introduction & present participants with 5-day programme
 - Assess participants ACC skills, PST skills, MPA and perceived performance quality before and after PEP
 - Assess participants experience with PEP
 - Critically analyze qualitative and quantitative findings

METHODOLOGY

- **Relativist Ontology** - many truths exist (Collins and Restivo, 1983)
- **Constructivist Epistemology** - researcher is innately interwoven with participants (Cosi et al., 2020)
- **Pragmatic and Grounded Theory Framework**
 - Pragmatism - places the problem at the centre of research (Cosi et al., 2020)
 - Supports use of methods (mixed) that best serves the needs of inquiry
 - Constructivist Grounded Theory - flexible strategies to inductively develop theory through iterative investigation and constant comparison (Glaser and Strauss, 1967; Charmaz, 2016)
 - Supported sequence of events, development of theory (Bakker, 2019)

METHODOLOGY

- A narrative literature review assessing self-help interventions and self-regulated learning was undertaken (Winter, 2022)
- Self-help interventions - programmes undertaken independent of professional interaction, that aim to improve a specific skill or problem (Richard and Lovell, 2001)
- Convergent Parallel Mixed Method Framework (Creswell and Clarke, 2017)
- Quantitative Methods
 - Self Report Questionnaires assessed via T-test, Wilcoxon Signed Rank Test and Hedges G statistic (Smalheiser, 2017)
- Qualitative Methods
 - Short answer questions, practice diaries and focus group
 - Underwent constructivist framework coding process, in vivo, thematic and emotion coding and triangulation (Elliott, 2018; Charmaz and Bryant, 2019)

METHODOLOGY – OVERVIEW OF PROCEDURE

- Sept 27 - Letter of intent sent to participants
- Oct 1 - Information session, consent forms signed, sides 1 assigned
- Oct 8 - Sides 1 performed, pre-intervention questionnaires completed
- Oct 22 - PEP introduction session held, PEP handout given to participants, sides 2 assigned
- Oct 29 - Sides 2 performed, post-intervention questionnaires completed, focus group was held
- Nov 4 - Performance recordings were scored

METHODOLOGY

- Material - Participant were given material equal in difficulty for mock audition 1 and mock audition 2
- Participants - 11 post secondary MT students from a prominent performing arts college in Canada
 - 6 M/5F
 - Aged 19-24

ETHICS & INSIDER RESEARCH

- UWTSD Ethical Approval
- Consent forms (Pre-intervention and prior to FG), provided access to psychotherapy, helpline contact information and administration provided counselling
- Participants could cease involvement at any point (Kenny, 2005)
- Mock auditions and FG took place in a safe, private space
- Data was anonymized and securely stored
- Researcher remained cognizant of their limitations and boundaries (Breen, 2007)
- Intensive coding, triangulation and constant bias scrutiny (Saidin, 2016)

QUANTITATIVE FINDINGS – ACC QUESTIONNAIRES

Philadelphia
Mindfulness Scale
(PHLMS)

(Caradiciotto, et al.,
2008)

- Measures present
moment awareness
and acceptance
(Bishop et al., 2004)

	Pre- Intervention	S.D.	Post- Intervention	S.D.	Pvalue
Awareness	36.4545	5.71600	34.7727	6.79471	0.422
Acceptance	21.8181	8.4477	35.63636	7.4869	0.0006
Overall	57.90	5.75	70.41	6.39	0.0001

QUANTITATIVE FINDINGS – ACC QUESTIONNAIRES

Cognitive Fusion
Questionnaire (CFQ)
(Gillianders et al., 2014)

- Assesses cognitive fusion: the psychological distance between a person and their thoughts

Pre-intervention	S.D.	Post-Intervention	S.D.	Pvalue
35.36	10.623	15.72	5.10	0.00002

QUANTITATIVE FINDINGS – ACC QUESTIONNAIRES

Acceptance and Action Questionnaire (AAQ-II)

(Bond et al., 2011)

- Measures psychological flexibility, the ability to engage with one’s thoughts without being controlled by them
- Cutoff score of 28/49
- Pre-intervention 7 scored above, post only 1 participant did

Pre-intervention Mean	S.D.	Post-Intervention	S.D.	Pvalue
32.73	10.60	17.09	5.72	0.00025

QUANTITATIVE FINDINGS – ACC QUESTIONNAIRES

Comprehensive Assessment of Acceptance and Commitment Therapy (CompACT)

(Francis, Dawson and Moghaddam, 2016)

- Assesses the key aspects of psychological flexibility

	Pre-intervention Mean	S.D.	Post-intervention Mean	S.D.	Pvalue
Openness to experience sub scale	22.726	9.334	36.181	5.635	0.0003
Behavioural Awareness Subscale	12.090	3.935	15.909	4.182	0.0003
Valued Action Subscale	28.727	6.664	31	7.014	0.182
Overall Total	64.27	16.75	83.091	12.67	0.001

QUANTITATIVE FINDINGS – ACC QUESTIONNAIRES

Valuing Questionnaire

(Smout et al., 2014)

- Assesses the consistency that one aligns with their self-defined performance values

Pre-intervention Mean	S.D.	Post-intervention Mean	S.D.	Pvalue
0.363	8.947	11.454	5.241	0.001

QUANTITATIVE FINDINGS – PST QUESTIONNAIRE

New General Self Efficacy Questionnaire (NGSE) (Chen, Gully and Eden, 2001) • The degree to which one believes they have the ability to achieve their goals (Zimmerman, 1992)	Pre-intervention Mean 0.363	S.D. 8.947	Post-intervention Mean 11.454	S.D 3.241	Pvalue 0.001
--	---	----------------------------------	---	---------------------------------	------------------------------------

QUANTITATIVE FINDINGS – MUSIC PERFORMANCE ANXIETY QUESTIONNAIRE

Mazzarolo Music Performance Anxiety Scale (MMPAS) (Mazzarolo and Schubert, 2022)	Pre- intervention Mean	S.D.	Post- intervention Mean	S.D.	Pvalue
	16.909	6.347	7.545	3.751	0.002
• Assess intensity, frequency and aversion tendency associated with performing • Cutoff of 11/30 pre intervention 10 participants, post 1 participant					

QUANTITATIVE FINDINGS – SUMMARY

- All **overall** self-report measured demonstrated a statistically significant improvement
- Two sub-scales did not:
 - The AAQ-II awareness subscale mirrors results found in Mahoney, Juncos and Winter (2022) who did not anticipate an improvement
 - And the Valued Action Subscale of the CompACT contrasting Valuing Questionnaire
 - Potentially due to; ComPACT being an ACC specific questionnaire whereas the Valuing Questionnaire is not, linguistic structure, or formatting (Clerehan et al., 2016)

QUANTITATIVE FINDINGS – COMPARISON TO LITERATURE

Study	Hayes-Crook, 2025	Mahoney, Juncos and Winter, 2022	Juncos et al., 2017	Clark, Osborne and Baranoff, 2020
AAQ-II	g=1.835	g=0.74	g=1.48	N/A
PHLMS	g=2.056	g=1.52	No Effect	N/A
VQ	g=1.512	N/A	No Effect	N/A
MPA Measure (KMPAI/MMPAS)	g=1.796	g=1.87	g=1.55	g=1.113

QUANTITATIVE FINDINGS – COMPARISON TO LITERATURE

- Hatfield et al. (2016) study (NGSE) scores had a value of 0.17 however, this project found an NGSE pvalue 0.00049
 - Due to length, incorporation of ACC, focus on MPA, explanation or use of exercises
- Compared to other literature PEP demonstrated higher improvements in all metrics except MPA where Mahoney, Juncos and Winter (2022) had a KMPAI score of $g=1.87$ (vs. $g=1.795$)

QUANTITATIVE FINDINGS –CORRELATIONAL RESULTS

- Overall there were more correlated measures pre-intervention than post intervention
- AAQ-II and CFQ maintained high correlation - supporting the theory that cognitive fusion is a key element to psychological inflexibility (Gillianders et al., 2014)
- Moderate negative correlation between CFQ and ComPACT suggested reduced cognitive fusion supports improved psychological flexibility (Chen, Xi and Fan, 2023)
- Modest correlation between ComPACT and Valuing Questionnaire suggesting that alignment with values contributes to psychological flexibility (Francis, Dawson and Goljiani-Moghaddam, 2016)
- Modest correlation between NGSE and CFQ/ AAQ-II may suggest cognitive defusion can positively influence self-efficacy or vice versa suggesting ACC and PST when used together can mutually support one another

QUALITATIVE FINDINGS –PERFORMANCE SCORES

- Scenes were assessed out of 5 on voice, physicality, preparation, creative choice and confidence (based on Broadway Educators Alliance and ABRSM)
- Songs were assessed out of 5 on pitch/intonation, tempo/rhythm, musicality, storytelling, confidence and stage presence (based on ABRSM)
- Songs produced a pre/post intervention Pvalue of 0.58 and scene scores produced a Pvalue of 0.427
- This suggests the intervention did not have any significant effects on perceived performance quality.
 - Confidence subscores did not change contrasting NGSE and MMPAS results
- Juncos et al. (2017) did find improved performance whereas Mahoney, Juncos and Winter (2022) did not potentially due to:
 - Length: interventions with longer time frames reported performance improvement
 - Self-led nature of PEP compared to hands on approach (Klimzack et al., 2017)
 - Material guidance (Juncos et al., 2016)
 - Relationship between performance quality and MPA (Lin et al., 2008)

QUALITATIVE FINDINGS –REDUCED MPA

- All participants felt PEP had reduced MPA in some capacity for the 2nd mock audition
- P8 and P9 both described a reduction in somatic symptoms

Participant	Short Answer Response: Did PEP help mitigate your anxiety?
1	Definitely! I had less anxiety than I've ever had in an audition, even with messing up the lyrics and restarting
2	I do think the physical has so much control over the mental so understanding that helped me
3	Yes, I don't feel as tired or worn down afterwards
4	Yes. It helped me deal with the symptoms by not giving them power
5	Absolutely, giving myself something else to focus on works wonders
6	Yes, my breath control was way better
7	Yes! I trusted the work I did and my brain believed I did it
8	Yes, I wasn't as worried going into the audition
9	It helped in the hallway before the audition
10	I think that it helped me feel more prepared. And also the desensitization helped
11	Yes, it did. It helped me be more accepting of myself

QUALITATIVE FINDINGS – MINDFULNESS AND AWARENESS OF MPA

- Many participants remarked on when and where they experienced MPA, identifying their unique experience, supporting AAQ-II results (Juncos and de Pavia e Pona, 2022)

P11: “Separating like the physical sensation from the mental sensation of like anxiety is, and just being present with the physical sensation, it helped me alot”

P7: “Being a dancer, I am used to the feeling of a racing heart...but during my songs [that feeling] gets in my way because its more from anxiety rather than cardio”

- When participants used the term ‘mindfulness’ it was usually in reference to meditation, perhaps suggesting an incomplete comprehension of the term (Kabat-Zinn, 1990)

QUALITATIVE FINDINGS – ACCEPTANCE AND DEFUSION

- Acceptance and defusion of anxious thoughts was often jointly expressed by participants (Winn et al., 2019)
- Analysis of diaries showed clear understanding and practice of these concepts within rehearsal process (Juncos and de Pavia e Pona, 2022)

P8 “Taking the time to talk myself through this...like it’s okay to be feeling this right now... and I can feel it like slowly start to go away”

P10 “Though my favourite thing has been to start to feel anxiety and be like thank you brain”

QUALITATIVE RESULTS – ALIGNMENT WITH VALUES

- Expressed the least of all ACC processes
 - Potentially suggesting it may not have been as impactful as other processes (Juncos et al., 2022), more challenging to describe or there might not have been sufficient time for participants to sufficiently incorporate it (Eifert and Forsyth, 2005)
 - However, when values was mentioned it was correctly understood and beneficial

P10 “make choices and actually be in the moment”

P2 “I [was able to] lock in my character more, instead of just worrying about my fears and insecurities.”

QUALITATIVE FINDINGS – PLANNED PRACTICE

- Intention of incorporation is to improve self-efficacy, adherence to goals, and accelerate skill improvement (Zimmerman and Schunk, 2011)
- Participants expressed increased tangibility and clarity of components that contribute to good performance, depersonalization of the practice process and objective assessment of their work (Zimmerman and Clearly, 2006)
- Improved rehearsal mindset
 - By engaging planned practice, participants felt calmer and more focused in rehearsals (Zimmerman, 2000)
 - Some participants had no rehearsal structure and this programme provided a foundation
 - Likely contributed to the improved NGSE scores

QUALITATIVE RESULTS – PRE-PERFORMANCE ROUTINES & EXPOSURE THERAPY

- 54.55 % of participants incorporated pre-performance routines.
 - 3 felt it promoted relaxation, 2 expressed they will incorporate the practice long-term and 1 participant did not find it beneficial
- 54.55% of participants implemented exposure therapy
 - 4 participants felt it greatly improved their mental preparation, vocal technique and acceptance of MPA
 - One participant did not feel exposure therapy supported them
- This moderate use makes it's impact challenging to asses; suggesting it may be unappealing or challenging to implement (Kageyama, 2007)
- For participants it did benefit, these can be useful practice tools (Evangelista and Shinnick, 2008)

QUANTITATIVE FINDINGS – TIME COMMITMENT

- All participants claimed to struggle to commit sufficient time to PEP and the second mock audition in FG and diaries. However, short answer responses suggest only 4/11 participants actually did commit less time to the 2nd mock audition compared to the first
 - This supports literature that suggests self-help programmes generally struggle with adherence (Shim et al., 2017; Klimczak et al., 2023)
- Although participants felt their preparation of the second mock audition was weaker than that of the first, overall there was decreased anxiety and increased confidence which many participants attributed to PEP

P1 “ I was less prepared but I felt a lot better because of this work

- Supports the theory that anxiety management is a skill separate from material preparation (Nagel, Himle and Papsdorf, 1990)

QUALITATIVE FINDINGS – CHALLENGES

- Misinterpretation of ‘acceptance’ (Juncos and de Pavia e Pona, 2022)
- Participant 6
 - MMPAS 3/30 to 7/30
 - Felt the programme was ‘restrictive ‘and ‘awkward’
- Personal adjustments of the programme
 - Participants omitted exercises making efficacy challenging (Klimszak, 2017)
 - Allowed them to focus on, and commit more time to aspects they identified with
- Limited time between researcher and participants (Morgan, 2007)
 - Modification of original programme
- Auditions help no bearing on outcome or job attainment, potentially swaying results (Saunders, 2019)
- Small sample (Kinalski et al., 2017)

FUTURE CONSIDERATIONS

- Inclusion of coaching, ie. scheduled daily check ins (Titov et al., 2013)
- Further investigation into the level adherence required to most optimally benefit participants (Fleming, 2018)
- Inclusion of interviews, follow up scores and a longer focus group would provide more insight (Kinalski, 2017)
- Assessing the effects of the programme on professionals (Papageorgi, Creech and Welch, 2013)

CONCLUSION

- Decreased MPA
- Improved psychological flexibility
 - Improved mindfulness and awareness of anxious thoughts
 - Improved alignment with performance values
 - Decreased cognitive fusion
 - Reduced psychological inflexibility
 - Supported defusion of anxious thoughts
- Improved self-efficacy
- There was no effect on perceived performance quality
- Encountered challenges with adherence and time-commitment and would likely benefit from the inclusion of coaching

This research serves as an initial foray into the effects of PEP as an MT audition preparation programme, supporting the emerging theory that ACC can be effectively delivered through a self-help method and tentatively asserts that ACC and PST can be used collaboratively to mitigate MPA and improve self-efficacy.

REFERENCES

- Bakker, J. I.(2019). ‘Grounded Theory Methodology and Grounded Theory Method: Introduction to the Special Issue’, *Sociological Focus*, 52(2), pp.91–106. doi: <https://doi.org/10.1080/00380237.2019.1550592>
- Bandura, A., Cioffi, D., Taylor, C.B. and Brouillard, M.E. (1988). ‘Perceived self-efficacy in coping with cognitive stressors and opioid activation.’ *Journal of Personality and Social Psychology*, 55(3), pp.479–488. doi :<https://doi.org/10.1037/0022-3514.55.3.479>.
- Bishop, P.A., Herron, R.L., 2015. ‘Use and misuse of the Likert item responses and other ordinal measures.’ *Int. J. Exerc. Sci.* 8 pp. 297–302. doi:10.70252/LANZ1453
- Bond, F. W., Hayes, S. C., Baer, R. A., Carpenter, K. M., Guenole, N., Orcutt, H. K., Waltz, T., & Zettle, R. D. (2011). ‘Preliminary psychometric properties of the Acceptance and Action Questionnaire-II: a revised measure of psychological inflexibility and experiential avoidance’. *Behavior therapy*, 42(4), 676–688. <https://doi.org/10.1016/j.beth.2011.03.007>
- Breen, L.J. (2007). “The researcher ‘in the middle’ Negotiating the insider/outsider dichotomy,’ *The Australian Community Psychologist*, 19(1) pp.163–174.
- Cardaciotto, L., Herbert, J. D., Forman, E. M., Moitra, E., & Farrow, V. (2008). ‘The Assessment of Present-Moment Awareness and Acceptance: The Philadelphia Mindfulness Scale.’ *Assessment* 15(2), pp. 204-223. <https://doi.org/10.1177/1073191107311467>
- Clerehan, R., Guillemin, F., Epstein, J. and Buchbinder, R. (2016). ‘Using the Evaluative Linguistic Framework for Questionnaires to Assess Comprehensibility of Self-Report Health Questionnaires’, *Value in Health*, 19(4), pp.335–342. doi:<https://doi.org/10.1016/j.jval.2016.01.008>.
- Charmaz, K. (2016). ‘Constructivist grounded theory’, *The Journal of Positive Psychology*, 12(3), pp. 299–300.doi: <https://doi.org/10.1080/17439760.2016.1262612>
- Charmaz, K; Bryant, A. (2019). *The SAGE Handbook of Current Developments in Grounded Theory*. London : SAGE Publications Ltd pp. 714. Available at: <http://digital.casalini.it/9781526452146> (Accessed: Dec 15, 2024)
- Chen J. C. (2017). ‘Nontraditional adult learners: The neglected diversity in postsecondary education’, *SAGE Journals*. 7(1) doi:<https://doi.org/10.1177/2158244017697161>.
- Chen, G., Gully, S. M., & Eden, D. (2001). ‘Validation of a new general self-efficacy scale’, *Organizational Research Methods*, 4(1), 62–83. <https://doi.org/10.1177/109442810141004>
- Chen, N., Xi, J. and Fan, X. (2023). ‘Correlations among Psychological Resilience, Cognitive Fusion, and Depressed Emotions in Patients with Depression’, *Behavioral Sciences* (2076-328X), [online] 13(2), p.100. doi:<https://doi.org/10.3390/bs13020100>.
- Clarke, L.K., Osborne, M.S. and Baranoff, J.A. (2020). ‘Examining a Group Acceptance and Commitment Therapy Intervention for Music Performance Anxiety in Student Vocalists’, *Frontiers in Psychology*, 11. doi :<https://doi.org/10.3389/fpsyg.2020.01127>.

REFERENCES

- Collins, R. and Restivo, S. (1983). 'Development, Diversity, and Conflict in the Sociology of Science.' *The Sociological Quarterly*, 24(2), pp.185–200. doi:10.1111/j.1533-4518.1983.tb00001.x
- Cosi, A., Voltas, N., Lázaro-Cantabrana, J. L., Morales, P., Calvo, M., Molina, S., & Quiroga, M. Á. (2020). 'Formative assessment at university through digital technology tools', *Profesorado*, 24(1), pp.164–183. <https://doi.org/10.30827/profesorado.v24i1.9314>
- Creswell, J. W., & Clarke, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage Publications.
- Eifert and Forsyth, J.P. (2005). *Acceptance and commitment therapy for anxiety disorders : a practitioner's treatment guide to using mindfulness, acceptance and values-based behavior change strategies*. New York: New Harbinger.
- Elliott, V. (2018). 'Thinking about the coding process in qualitative data analysis', *Qualitative Report*, 23(11), pp. 2850–2861.
- Evangelista, L., Shinnick, M.(2008). 'What Do We Know About Adherence and Self-care?' *The Journal of Cardiovascular Nursing* 23(3) pp. 250-257, doi: 10.1097/01.JCN.0000317428.98844.4d
- Fleming, J.(2018) 'Methodologies, methods and ethical considerations for conducting research in work-integrated learning' *International Journal of Work-Integrated Learning. New Zealand Association for Cooperative Education*, 19(3) pp. 205-213 Available at: <https://eric.ed.gov/?id=EJ1196755> (Accessed: Sept 2, 2024)
- Francis, A., Dawson D., Goljani-Moghaddam, N. (2016) "The Development and Validation of the Comprehensive Assessment of Acceptance and Commitment Therapy Processes (CompACT)," *Journal of Contextual Behavioral Science*, 5(3),, pp. 134–145, doi: <https://doi.org/10.1016/j.jcbs.2016.05.003>.
- Harris, R. and Hayes, S.C. (2019). *ACT Made Simple : An Easy-To-Read Primer on Acceptance and Commitment Therapy*. Oakland: New Harbinger Publications.
- Hayes, S.C., Levin, M.E., Plumb-Villardaga, J., Villatte, J.L. and Pistorello, J. (2013). 'Acceptance and Commitment Therapy and Contextual Behavioral Science: Examining the Progress of a Distinctive Model of Behavioral and Cognitive Therapy', *Behavior Therapy*, 44(2), pp.180–198. doi :<https://doi.org/10.1016/j.beth.2009.08.002>.
- James, A. S. M., & Shipley, M. (2022). 'Music Performance Anxiety in Musical Theater Performers: A Pilot Study', *Journal of dance medicine & science: official publication of the International Association for Dance Medicine & Science*, 26(4), pp.226–231. doi: <https://doi.org/10.12678/1089-313X.121522c>
- Juncos, D.G., Heinrichs, G.A., Towle, P., Duffy, K., Grand, S.M., Morgan, M.C., Smith, J.D. and Kalkus, E. (2017). 'Acceptance and Commitment Therapy for the Treatment of Music Performance Anxiety: A Pilot Study with Student Vocalists', *Frontiers in Psychology*, [online] 8. doi :<https://doi.org/10.3389/fpsyg.2017.00986>.
- Juncos, D.G. and de Pavia e Pona (2022). *ACT for musicians: a guide for using acceptance and commitment training to enhance performance, overcome performance anxiety, and improve well-being*. Irvine: Universal Publishers.
- Glaser, B.G., and Strauss, A. L. (1967) *The Discovery of Grounded Theory*. Routledge.

REFERENCES

- Gillanders, D. T., Bolderston, H., Bond, F. W., Dempster, M., Flaxman, P. E., Campbell, L., Kerr, S., Tansey, L., Noel, P., Ferenbach, C., Masley, S., Roach, L., Lloyd, J., May, L., Clarke, S., & Remington, B. (2014). The development and initial validation of the cognitive fusion questionnaire. *Behavior therapy*, 45(1), 83–101. <https://doi.org/10.1016/j.beth.2013.09.001>
- Greene, D. (2002). *Performance Success: Performing Your Best Under Pressure* (1st ed.). Routledge. DOI :<https://doi.org/10.4324/9780203822852>
- Gould, D., Eklund, R. C., & Jackson, S. A. (1993). 'Coping strategies used by U.S. Olympic wrestlers', *Research quarterly for exercise and sport*, 64(1), pp.83–93. doi:<https://doi.org/10.1080/02701367.1993.10608782>
- Hatfield, J.L., Halvari, H. and Lemyre, P.-N. (2016). 'Instrumental practice in the contemporary music academy: A three-phase cycle of Self-Regulated Learning in music students', *Musicae Scientiae*, 21(3), pp.316–337 DOI:<https://doi.org/10.1177/1029864916658342>.
- Kageyama, N.J. (2007) 'Attentional focus as a mediator in the anxiety-performance relationship', *ProQuest*. [online] Available at: <https://www.proquest.com/openview/90f45ce61758a18e5568136699f24b4c/1?pq-origsite=scholar&cbl=18750> [Accessed 19 Sept. 2024]
- Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness*. New York, NY: Delacorte
- Keating, M. (2020). 'How Audition Environments Affect Professional Theatre Actors in the United States,' Available at: <http://libjournals.unca.edu/ncur/wp-content/uploads/2021/02/3226-Keating-Miranda-FINAL.pdf> [Accessed 20 Nov. 2024].
- Klimczak, K. S., San Miguel, G. G., Mukasa, M. N., Twohig, M. P., & Levin, M. E. (2023). 'A systematic review and meta-analysis of self-guided online acceptance and commitment therapy as a transdiagnostic self-help intervention', *Cognitive Behaviour Therapy*, 52(3), 269–294.doi: <https://doi.org/10.1080/16506073.2023.2178498>
- Kinalski, D. D., Paula, C. C., Padoin, S. M., Neves, E. T., Kleinubing, R. E., & Cortes, L. F. (2017). 'Focus group on qualitative research: experience report', *Revista brasileira de enfermagem*, 70(2), pp.424–429. doi:<https://doi.org/10.1590/0034-7167-2016-0091>
- Kenny, D.T. (2005). 'A Systematic Review of Treatments for Music Performance Anxiety', *Anxiety, Stress & Coping*, 18(3), pp.183–208. doi:<https://doi.org/10.1080/10615800500167258>.
- Lin, P., Chang, J., Zemon, V., & Midlarsky, E. (2008). 'Silent illumination: a study on Chan (Zen) meditation, anxiety, and musical performance quality', *Psychology of Music*, 36(2), pp. 139-155. doi: <https://doi.org/10.1177/0305735607080840>
- Mahony, S. E., Juncos, D. G., & Winter, D. (2022). 'Acceptance and Commitment Coaching for Music Performance Anxiety: Piloting a 6-Week Group Course With Undergraduate Dance and Musical Theatre Students', *Frontiers in psychology*, 13, 830230. <https://doi.org/10.3389/fpsyg.2022.830230>

REFERENCES

- Mazzarolo, I. and Schubert, E. (2022). 'A Short Performance Anxiety Scale for Musicians', *Frontiers in Psychology*, 12. doi:<https://doi.org/10.3389/fpsyg.2021.7812>
- Morgan, D. L. (2007). 'Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods', *Journal of Mixed Methods Research*, 1(1), pp. 48-76. doi:<https://doi.org/10.1177/2345678906292462>
- Nagel, J. J., Himle, D. P., & Papsdorf, J. D. (1989). 'Cognitive-Behavioural Treatment of Musical Performance Anxiety', *Psychology of Music*, 17(1), pp. 12–21. Doi:<https://doi.org/10.1177/0305735689171002>
- Osam E. K., Bergman M., Cumberland D. M. (2017). An integrative literature review on the barriers impacting adult learners' return to college. *Adult Learning*, 28(2), 54-60. <https://doi.org/10.1177/1045159516658013>.
- Papageorgi, I., Creech, A. and Welch, G. (2011). 'Perceived performance anxiety in advanced musicians specializing in different musical genre', *Psychology of Music*, 41(1), pp.18–41. doi:<https://doi.org/10.1177/0305735611408995>.
- Saidin, K. and Yaacob, A. (2017). 'Insider researchers challenges and opportunities', *Proceedings of the ICECRS*, [online] 1(1). doi:<https://doi.org/10.21070/picecrs.v1i1.563>.
- Shim, M., Mahaffey, B., Bleidistel, M. and Gonzalez, A. (2017). 'A scoping review of human-support factors in the context of Internet-based psychological interventions (IPIs) for depression and anxiety disorders', *Clinical Psychology Review*, 57, pp.129–140. doi:<https://doi.org/10.1016/j.cpr.2017.09.003>.
- Saunders, S. (2019). *Rock the audition: how to prepare for and get cast in rock musicals*. Hal Leonard ; Enfield.
- Smalheiser, N.R. (2017). 'Nonparametric Tests', *Data Literacy*, pp.157–167. doi:<https://doi.org/10.1016/b978-0-12-811306-6.00012-9>.
- Smout, M., Davies, M., Burns, N. and Christie, A. (2014). Development of the Valuing Questionnaire (VQ). *Journal of Contextual Behavioral Science*, 3(3), pp.164–172. doi:<https://doi.org/10.1016/j.jcbs.2014.06.001>.
- Titov, N., Dear, B. F., Johnston, L., Lorian, C., Zou, J., Wootton, B., Spence, J., McEvoy, P. M., & Rapee, R. M. (2013). 'Improving adherence and clinical outcomes in self-guided internet treatment for anxiety and depression: randomised controlled trial', *PloS one*, 8(7), doi:<https://doi.org/10.1371/journal.pone.0062873>
- Vealey, R.S.(1998) 'Future directions in psychological skills training.' *Sport Psychol.*,2, pp.318–336.
- Winn, A.S., DelSignore, L., Marcus, C., Chiel, L., Freiman, E., Stafford, D., Newman, L. (2019) 'Applying Cognitive Learning Strategies to Enhance Learning and Retention in Clinical Teaching Settings', *MedEdPORTAL*. 1(15). doi: 10.15766/mep_2374-8265.10850.
- Winter, D. (2022). 'Exploring the Narrative: Voice Practitioner Research and the Literature Review Process', *Voice and Speech Review*, 17(2), pp. 131–150. Doi: <https://doi.org/10.1080/23268263.2022.2144971>
- Zimmerman, B. J. (2000). 'Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50031-7>
- Zimmerman, B.J., Bandura, A. and Martinez-Pons, M. (1992). 'Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting', *American Educational Research Journal*, 29(3), pp.663. doi:<https://doi.org/10.2307/1163261>.
- Zimmerman, B. J., & Cleary, T. J. (2006) *Self-Efficacy Beliefs of Adolescents* (5) pp. 45-69. Greenwich, CT: Information Age Publishing.
- Zimmerman, B. J., & Schunk, D. H. (Eds.). (2011). *Handbook of self-regulation of learning and performance*. Routledge/Taylor & Francis Group.