

Music Therapy for Proactive Wellness: During a Teacher Education University Program

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RATIONALE: To graduate healthy **Teacher Education Students** in the field by promoting and facilitating stress and anxiety management skills.

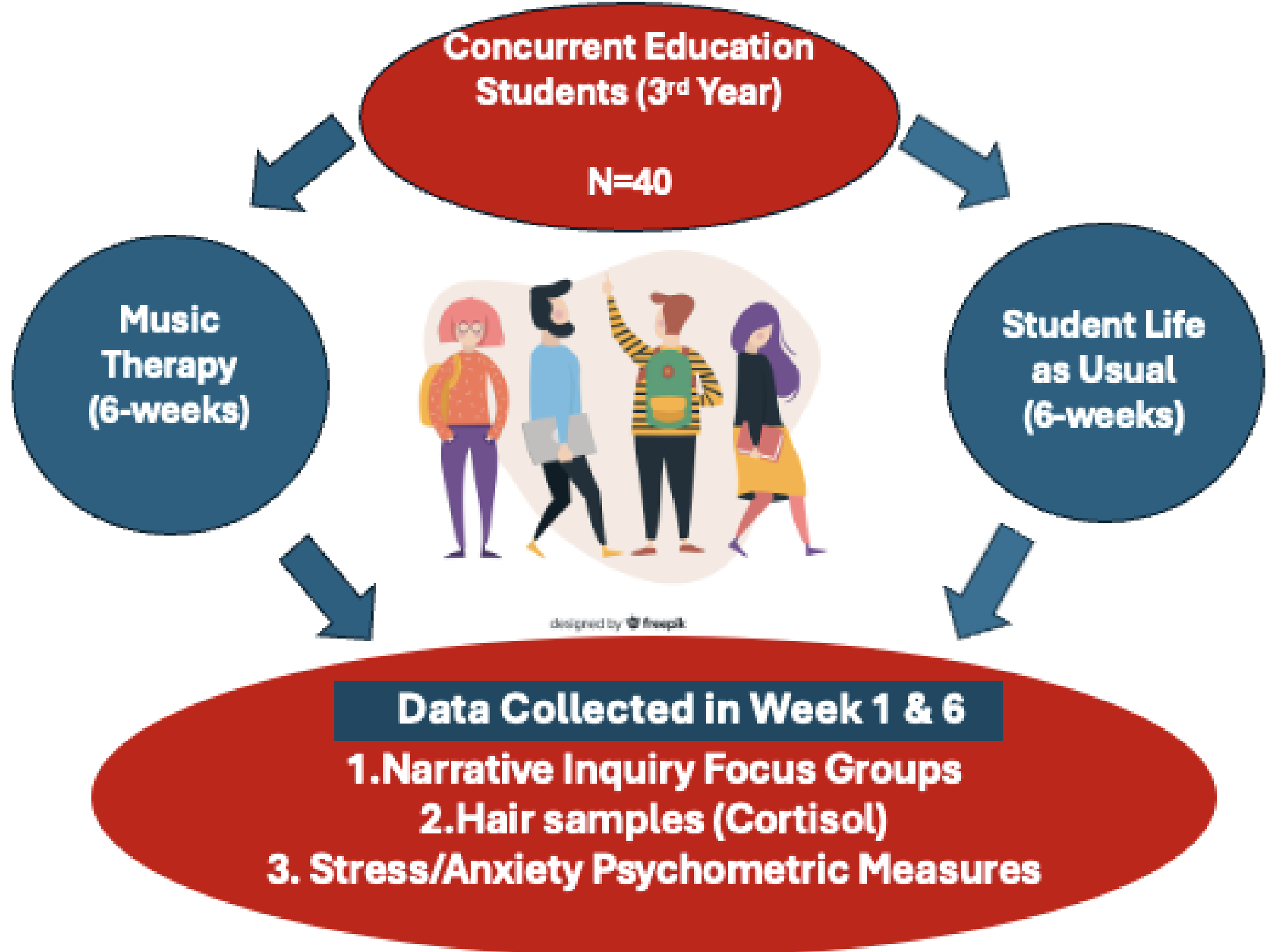
BACKGROUND

Research conducted by Finnerty et. al (2022,2023,2025) reported:

1. Undergraduate students want the option to proactively engage in music therapy.
2. **Significant reductions** in stress and anxiety measures from Undergraduate students who participated in online or in-person group music.

OBJECTIVES & METHODS

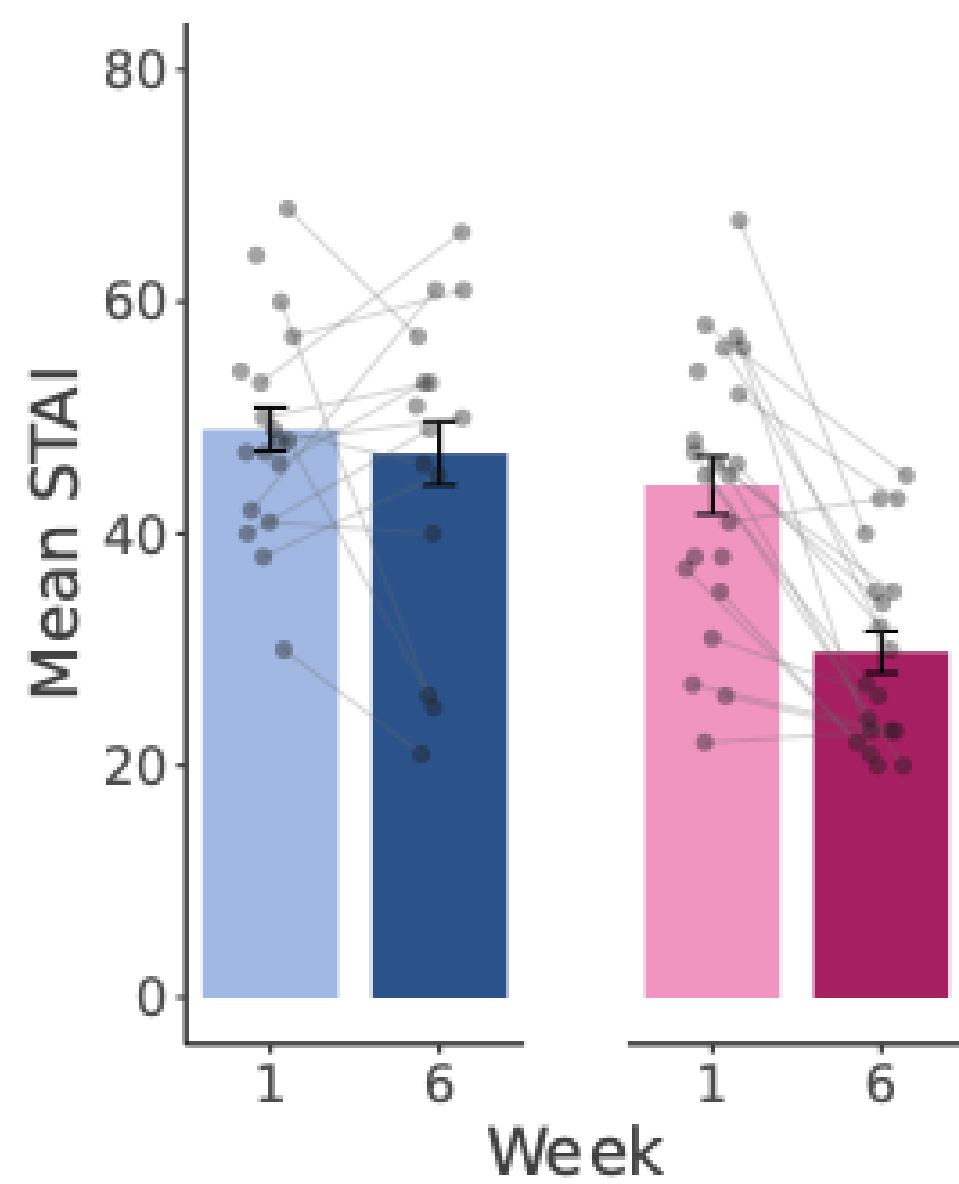
1. To determine if Music Therapy **proactively** reduces **Teacher Education Students'** stress and anxiety.
2. To provide **Teacher Education Students** a voice about their own mental health needs, to ameliorate stress related to course-work and practical teaching experiences.



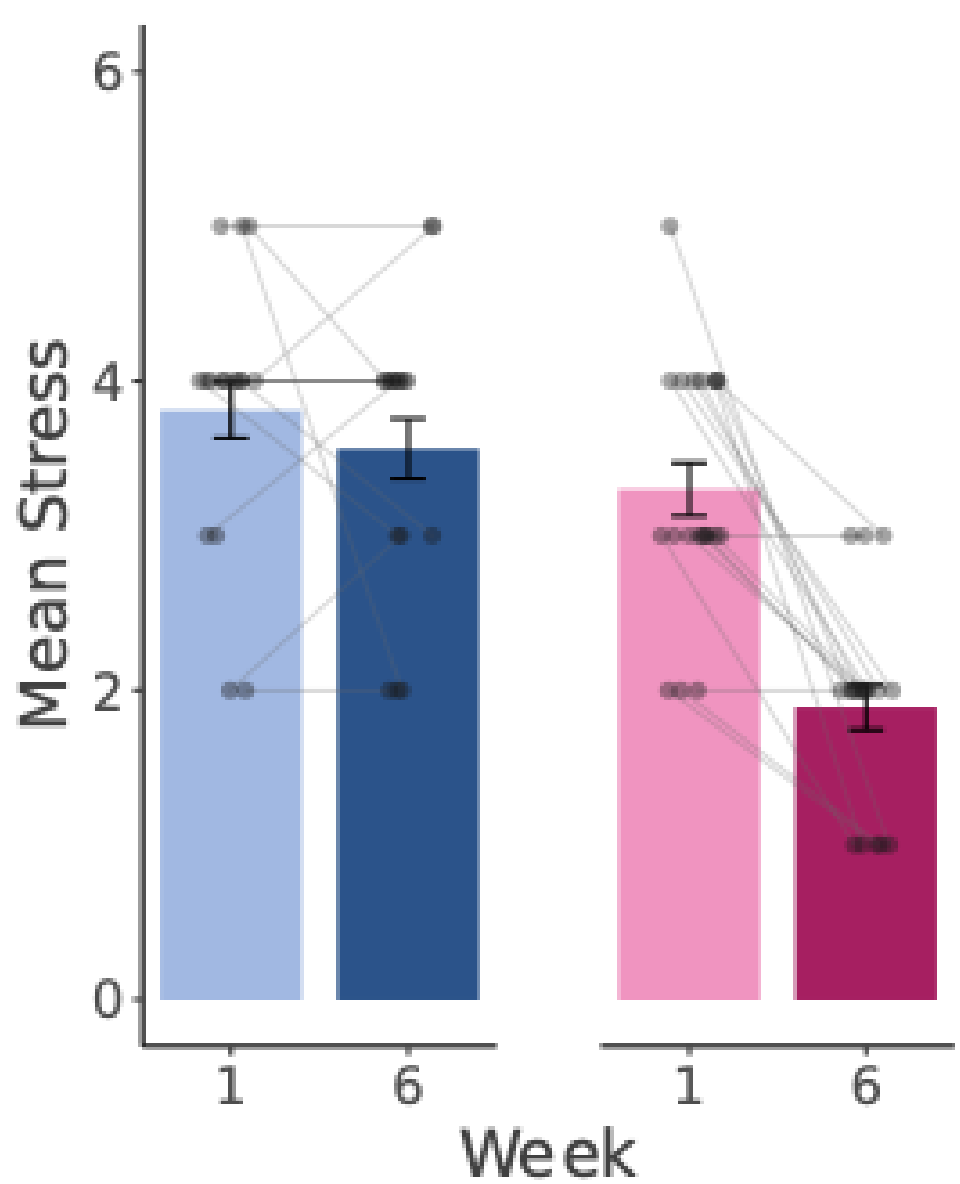
RESULTS – Week 1-6

Control: Week 1 (light blue), Control: Week 6 (dark blue), Music: Week 1 (light pink), Music: Week 6 (dark pink)

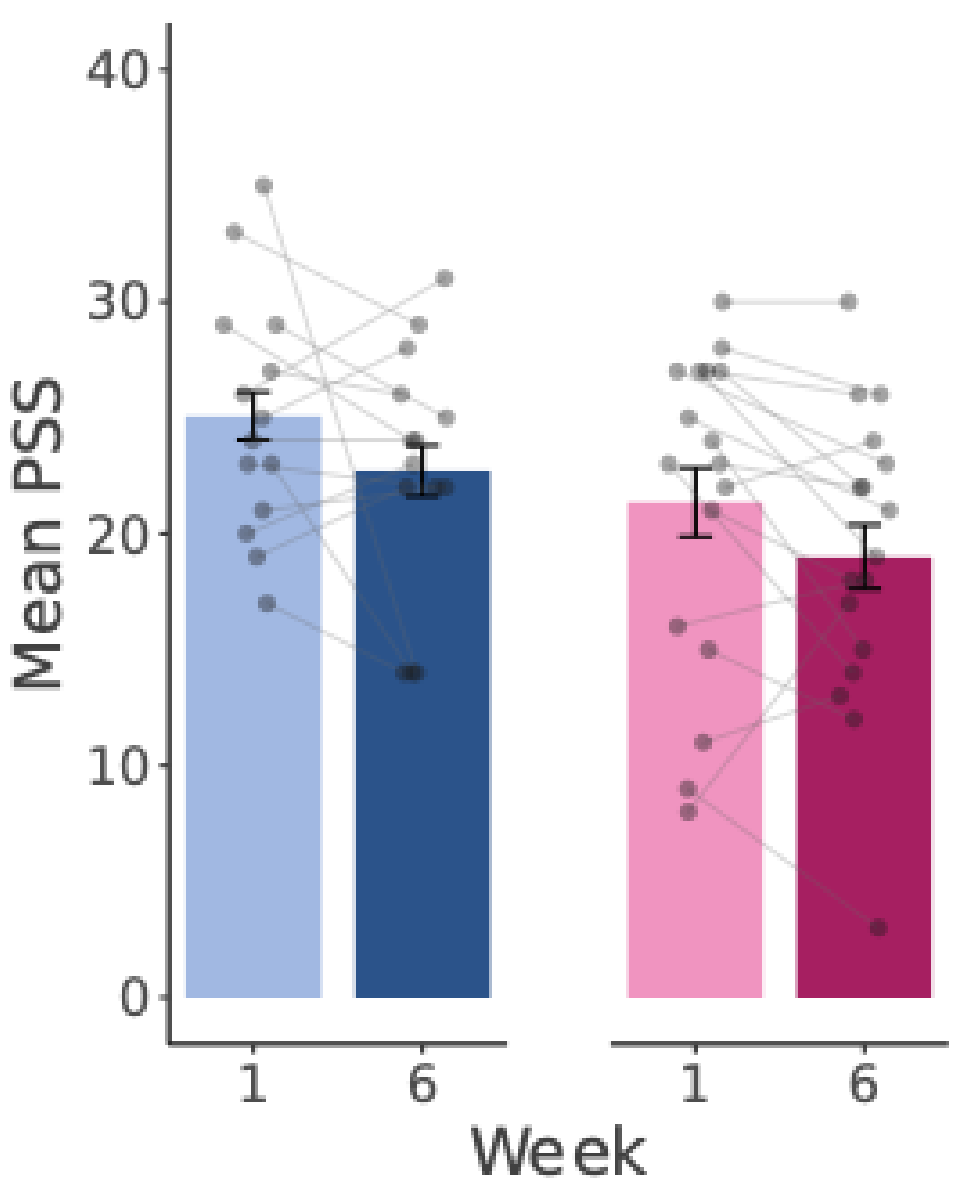
State Anxiety ($p=.003$)**
 $n=34$



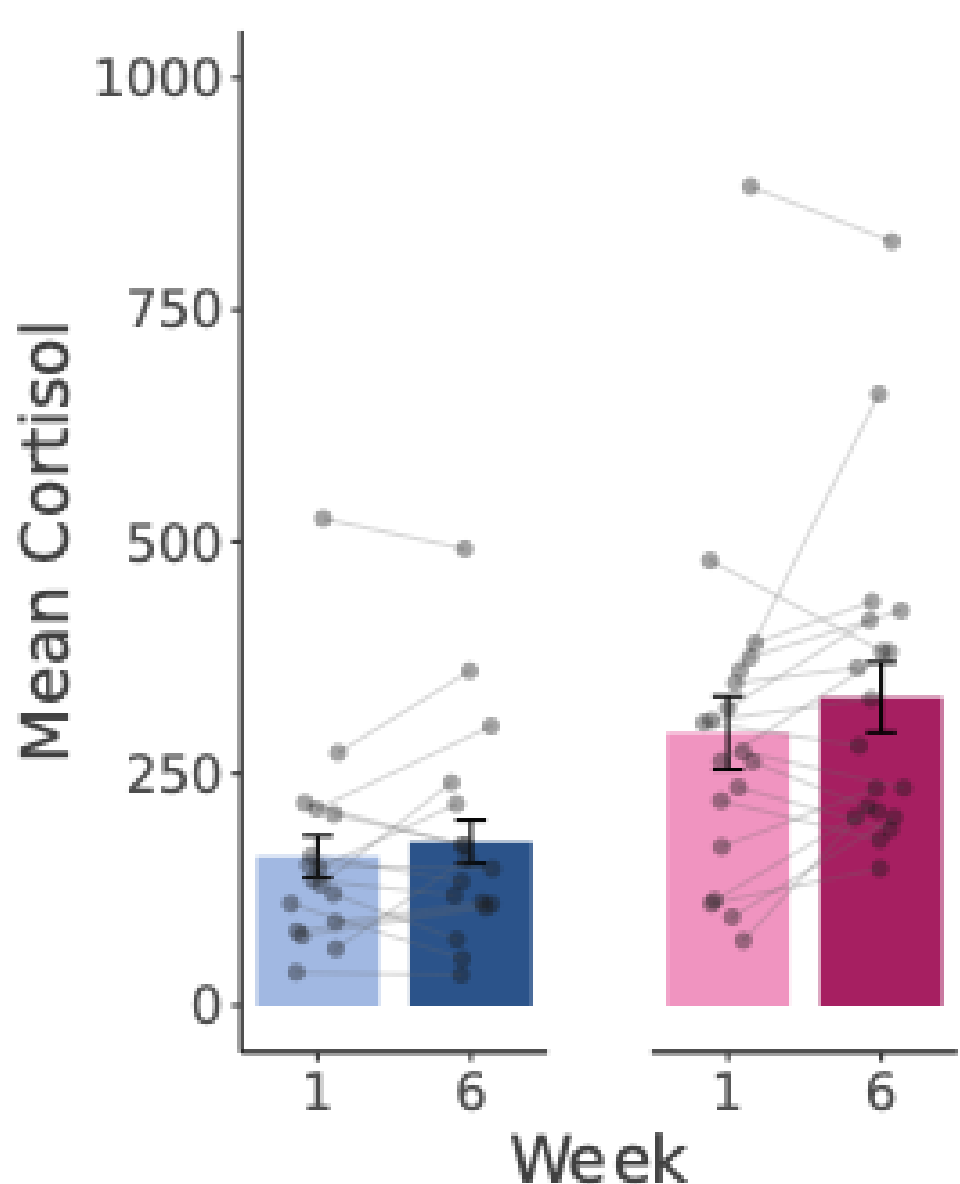
Stress (1-5) ($p=.002$)**
 $n=32$



Perceived Stress ($p=.99$)
 $n=31$



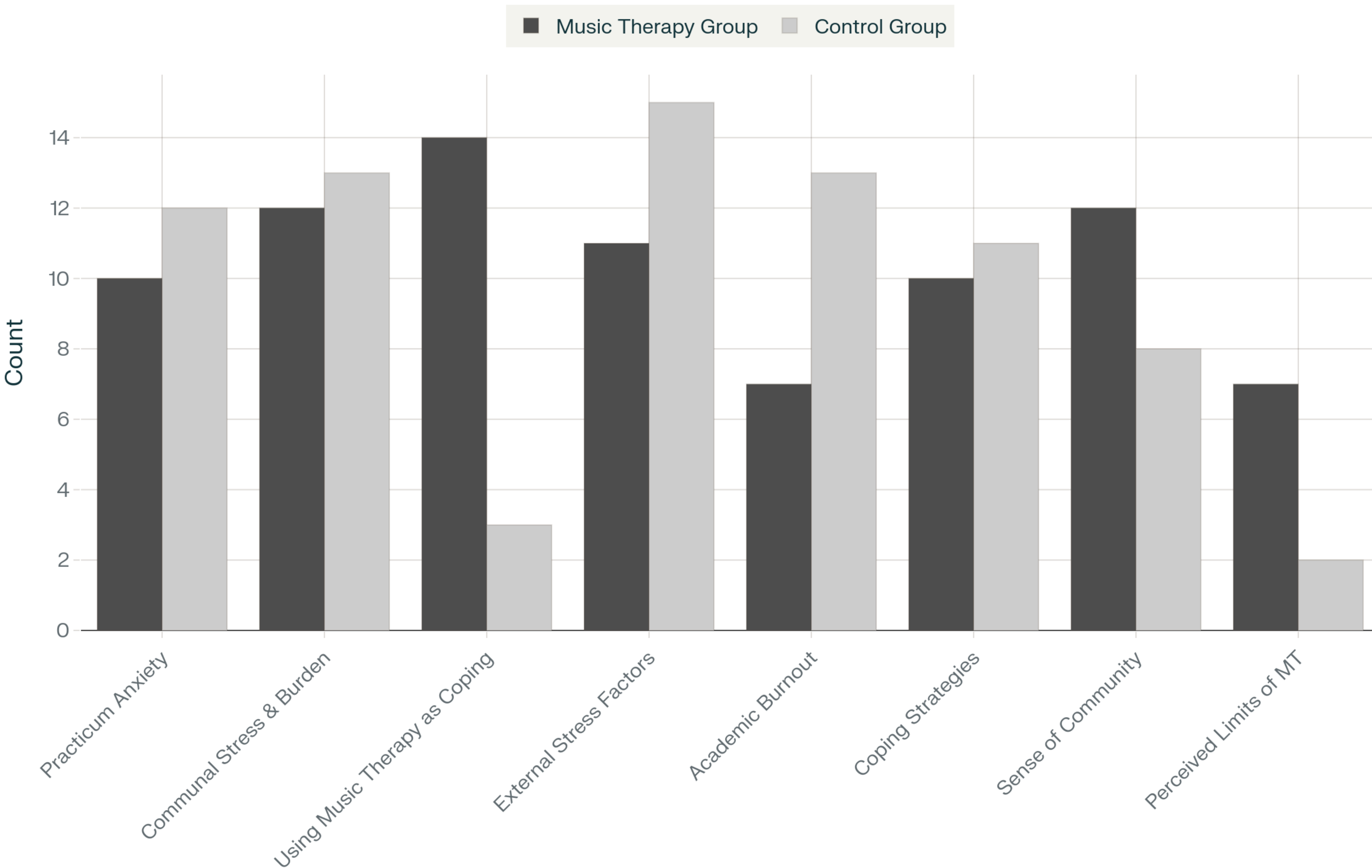
Cortisol ($p=.24$)
 $n=37$



RESULTS

Narrative Inquiry

Theme Frequency by Group



Student Interest in Participating in Group Music Therapy if Offered on Campus

97%

CONCLUSION

- Outcomes support the findings of similar studies conducted at McMaster University (Finnerty et al 2023 & 2025), with the exception of the cortisol results.
- To date the cortisol sample is too small to draw conclusions.
- Overall, this research supports the implementation of group music therapy on-campus to proactively manage student stress and anxiety.
- This research highlights the importance of graduating Teacher Education Students with mental health tools as they embark upon classroom settings.

QUESTIONS?

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REFERENCES

