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THE EFFECTIVENESS OF MUSIC THERAPY IN ALLEVIATING ANXIETY ATTACKS AMONG SWU-PHINMA REHABILITATIVE SCIENCES OCCUPATIONAL THERAPY FRESHMEN

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Keywords:

anxiety attacks, college, mental health, occupational therapy, students

ABSTRACT

This research aims to acknowledge music as an occupation, an art, and a therapy in itself. The researchers aim to promote coping strategies through music in alleviating anxiety attacks among first year college students. More so, as a qualitative research, the data obtained are from the population group of college freshmen from the department of Occupational therapy in Southwestern University - PHINMA. Purposive sampling design was used to select the participants based on characteristics and research objectives. Furthermore, the findings of this research showed that the respondents felt no symptoms of anxiety attacks after than before participating in the research. Thus, the respondents provided the research significant results in this study.

INTRODUCTION

Enrolling in a University for college is a phase where students take courses and gain much beyond the academic benefit. Through college and guidance of the instructors, students can develop attitudes and skills that help them gain confidence, work well with others, and better understand themselves and the world around them. Attending a college University has many positive and negative effects. One of its negative effects is that there is an alarming increase of suicide cases among college students in the Philippines done in various ways like jumping off a building (Manila Bulletin, 2013) and shooting oneself (PH news, 2013).

Mental health issues can happen to anyone regardless of any factors. Therefore, everyone is encouraged to take care of not only the physical aspect but also the emotional and mental aspects. The (WHO) World Health Organization defined mental health as a state of well-being in which one acknowledges his or her own capabilities and can tolerate daily stress. Mental wellness as a universal concern must be prioritized in college students despite the exhausting curriculum and stress. Humans' natural response to daily life is to feel emotions aside from happiness. It is not the lack of psychological trauma that makes one mentally healthy or the opposite way. Mental wellness can be exercised by any form of media and one is through listening to music. "Music frees your soul from the dungeon of your mind", a quote by Wiss Auguste. Listening to music transforms one's mood and drive in life. Several studies have shown that music can enhance mood and alleviate depression. It can also improve blood flow, decrease stress levels, and ease pain (Markham Heid, 2018).

Cognitive psychology supports the theoretical relationship of music and mind. In today's generation, creativity is not usually practiced and acknowledged. Creativity can be expressed in many ways, it can be through poetry, singing, dancing, music, painting, drawing, molding, designing, and etc. "Music is the language of the soul", a quote from Georg Wilhelm Friedrich Hegel. Music is anchored to language. Just like language, it encompasses a universal concept which everyone can understand and communicate despite the differences. Music therapy as an anxiety attack management, helps people to be in control of their emotions while still doing basic activities of life (BADL). Through music, people will participate and or pursue fulfilling occupations: education, leisure, social participation, and activities of daily living (ADL).

The collaboration of Music Therapy and Occupational Therapy promotes a wide scope in providing wellness promotion and holistic approach to individuals. The researcher aims to acknowledge music as an occupation, an art, and a therapy in itself. Listening to music as an anxiety management and a coping strategy is a non-invasive, very easy, a hobby, and perhaps a habit to anyone including people facing critical situations.

Review of Related Literature

College Student's Mental Health is a Growing Concern Survey Finds

In this study, the researchers found that anxiety is the top presenting concern among college students (41.6%), followed by depression (36.4%) and relationship problems (35.8%). On average, 24.5% of clients were taking psychotropic medications. However, 19% of directors report the unavailability of psychiatric services in their institutions. Directors report that 21% of counseling center students present with severe mental health concerns, while another 40% present with

mild mental health concerns.

Anxiety in College Students

There is a wide variety of anxiety attacks that can possibly burden college students during their college years or even after graduating. Symptoms of anxiety manifest as restlessness, uneasiness, nervousness, sweating, trembling, lack of focus, worrisome, poor sleep, and fear of possible danger (American Institute of Stress, 2019).

Anxiety in college is one of the many mental health issues that is not given serious concern since people lack awareness. People who suffer from anxiety have problems acknowledging mental and emotional issues for the sake of prioritizing academic and social demands. (American Institute of Stress, 2019).

Anxiety hinders one's fulfillment of a quality life due to constant hesitations and fears. Anxiety in the college population is not shocking. The major life transition from adolescence to young adulthood is only the beginning of the heavy obligation shift of an individual. The daily academic and environmental demands also add up to a college student's anxiety.

Anxiety may develop into other serious mental issues. Depression and anxiety, together will cause the negativity to persist and will not allow one to function normally, affecting one's academic and personal life.

Creativity and Anxiety: An Experimental Study

Most students of creativity seem to agree that when creating, you engage experiences and functions beyond the ordinary, conscious self. Ernst Kris (1952) coined the well-known term "Regression due to imbalanced ego" that fuels the inspirational urges in people.

Creative activity presupposes willingness as well as an opportunity to take risks. Too much need for personal safety and convenience is often assumed to be detrimental to creative work.

Lack of safety could also, however, prevent the person from taking risks, as Kubie (1958) among others has pointed out. An excess of anxiety or a rigid system of defenses (cf. Fitzgerald, 1966; Suler, 1980) would very likely prevent the engagement of new and unusual experiences.

Anxiety-driven or defensive individuals are probable to score low on creativity tests, even if they, in an interview express the same creative activity as normal subjects do.

Creativity is not automatically anchored with talent but with attitude towards life, an urge to change and enhance one's existence internally. This attitude will enable people to keep an open communication between the world of experience and point of view.

How Music Heightens Our Experiences

Music has the capacity to heighten our daily experiences — to change our emotional states, to enhance, transcend, and inspire the current moment. It is not a revelation that music affects our mood. A particular melody or lyrical narrative may trigger any human emotion: sadness, heartache, anger or other unpleasant emotions (Lauren Suval, 2019, para. 2). In Joe Wilner’s “How Music Can Improve Your Mood”, the author explained how music can uplift an individual’s state of mind that will further lead to a peaceful and calm well-being. Wilner, a life-transition coach and psychologist, claims that music brings and keeps happy memories. “We all have songs that can really brighten our day and remind us of proud and significant moments of our life.”

Moreover, the author suggests that music can pursue a sense of affection and belonging since it is played at any festivities and celebrations that also unite people.

Music creates shifts in our brain wave patterns, resulting in various states of awareness. Classical music can improve perception, memory and concentration, while rock can spark passion, stimulate activity and ignite tension within the body. Romantic presentation of music may accentuate feelings of sympathy, compassion and love. In addition, Wilner conveys that music arouses the nervous system and can inspire new experiences and productivity. (Imagine Out Loud, 2009, para. 1).

The Effect of Music on Anxiety

Stress has been considered an element to life, which fuels innovations, ideas, and problem solving in humans. Without stress, human nature cannot exist in its truest form. Stress is derived from the severity of “wear and tear” produced by life’s challenges. Dr. Selye explained that stress is inevitable, however, can be reduced. Effects of stress can be widely seen as panic, anxiety, fear, overthinking, depression, and other psychological issues.

When stressful events happen, they signal the brain to react accordingly, however if these stressors happen simultaneously and constantly, the body cannot accommodate and result is an internal dysfunction. Thus, music plays a key role in restoring internal balance.

The Effects of Music Listening after a Stressful Task on Immune Functions, Neuroendocrine Responses, and Emotional States in College

The mind and body are confirmed to act as one. Stress is known to affect both psychological and physiological states of well-being, and excessive or prolonged stress is related to developing emotional and or mental disorders (Kaptein, van der

Ploeg, Carssen, & Beunderman, 1990).

As a result, several relation techniques aroused to counter these psychological issues. Thus, one technique is through listening to music. Music has been proven to enhance mood, energy level, and internal balance. Dopamine, epinephrine, and norepinephrine are mostly investigated in stress reactions. (Mockel et al.,1995)

(Mockel et al.,1995) reported a marked decline in the epinephrine level after listening to meditation music and followed by a marked decline in the norepinephrine level of hypertensive subjects after listening to classical music. Music, in conclusion, had great influences in immune defense, mood, emotional state, and neuroendocrine reactions (Mockel et al.,1995).

Music Based Interventions

A. INTERVENTION THEORY

The music selected was the collection of sound of the nature. Researchers at Brighton and Sussex Medical School (BSMS) found that playing 'natural sounds' affected the bodily systems that control the flight-or-fright and rest-digest autonomic nervous systems, with associated effects in the resting activity of the brain (University of Sussex, 2017, para.

1) When listening to natural sounds, the brain connectivity reflected an outward-directed focus of attention; when listening to artificial sounds, the brain connectivity reflected an inward-directed focus of attention, similar to states observed in anxiety, post-traumatic stress disorder and depression. There was also an increase in rest-digest nervous system activity (associated with relaxation of the body) when listening to natural compared with artificial sounds, and better performance in an external attentional monitoring task (University of Sussex, 2017, para. 4). The music coming from the nature makes the listeners feel the energy of the earth, that it is still but it is also constantly moving and thriving despite whatever is happening. The music of nature together with meditation is a perfect pair to help the listeners relax and enjoy being one with the elements of nature.

B. Intervention Content

The use of music coming from the sound of nature was used to promote meditation and self-reflection to someone who is in trying times. Since listening to music is a leisure activity, a hobby, and recreational activity it simply

gives the listeners an easy route to utilize it for the benefit of well-being and general health in any context of life. More so, studies shown that listening to music becomes more effective and appreciated to people who experience mental health issues. Listening to music to relief stress and negative emotions is applicable to anyone, however, one's preference is music is unique and is not applicable to everyone.

The person who selects the music during the intervention are the researchers. The music is pre-selected by the researchers, however, the participants can select what music to play when they start to perform the music intervention at home or by themselves. More so, during the intervention participants can choose which one from the music of the nature they found very comforting and soothing e.g. the sound of rain, the sound of the river, or the sound of cicadas. The sound of nature was tailored upon what the participants symptoms of stress and anxiety attacks in college showed during the evaluations.

The music used can be found in Spotify, YouTube, and any music applications. The overall structure of the music of nature was that it is very realistic, raw, and mundane. It appears to be what people usually hear in their surroundings but sometimes taken for granted and not appreciated unless certain situations occur.

The researchers did not use live music but instead a recorded music that comes from the alive nature. The music was delivered by the researchers and thus, the participants only require to listen and meditate.

The intervention materials used were speaker, matts, and the music application where the sound of nature is being played from. The music-based intervention used was music listening, and it is evident that listening to music does not really seem an intervention rather a hobby and a leisure time activity.

C. Intervention Delivery Schedule

Only two sessions were held during the first week and the last week of January to differentiate the experiences of music-based intervention prior within a month of academic workload. The sessions were held for 30 mins with a break time of 5 mins given every after 15 mins of intervention; there were also no further interviews given after the participants completed the intervention within a month.

D. Interventionist

The researchers were 3rd year Occupational Therapy students at [removed for anonymous review] and were assisted by 2 licensed Occupational Therapists and faculty members of Southwestern University- PHINMA during the whole process

of implementation and evaluation.

E. Treatment Fidelity

Strategies were used to ensure that the treatment were to assure that the participants are aware of the intervention's significance. They were involved throughout the process and monitored of any exacerbations or regressions of symptoms. The music based-intervention was monitored by the researchers' mentors which are licensed Occupational Therapists.

F. Setting

The intervention was held in an air-conditioned room with a wide space enough to house 21 participants and 2 researchers at Southwestern University- PHINMA. It was a private room with a sign board placed at the front door to prevent any disturbances and noise during the implementation of music-based intervention.

G. Unit of Delivery

The music-based intervention was delivered to 21 college freshmen from the department of Occupational Therapy at Southwestern University- PHINMA

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Tables and Figures

Figure 1.1

Items	N.A.	S.D.	> H.D.	N.ED.
1	2	7	6	6
2	0	10	6	5
3	0	8	5	8
4	5	8	2	6
5	6	10	5	1
6	1	8	6	6
7	2	7	7	6
Average	2.29	8.29	5.29	5.43
Item	N.D.A.	S.D.	V.D.	E.D.
8	1	10	8	2

Legends

N.A. = Not at all
 S.D. = Several days
 > H.D. = More than half the days
 N. ED. = Nearly everyday

N.D.A = Not difficult at all
 S.D. - Somewhat difficult
 V.D. = Very difficult
 E.D. = Extremely difficult

Figure 1.2

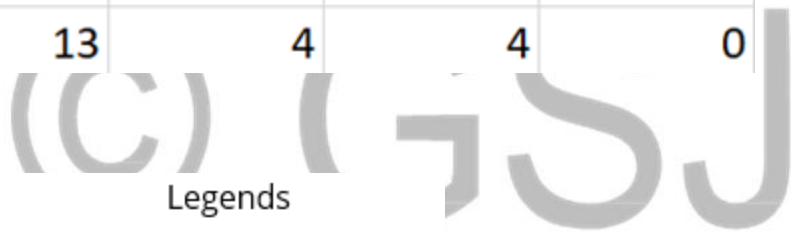
Respondents	GAD-7 Scores
1	11
2	19
3	10
4	12
5	19
6	11
7	5
8	9
9	8
10	16
11	19
12	17
13	9
14	8
15	10
16	14
17	11
18	8
19	8
20	9
21	4
Average	11.29

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Figure 2.1

Items	N.A.	S.D.	> H.D.	N.ED.
1	11	4	3	3
2	8	5	5	3
3	14	3	3	1
4	5	8	2	6
5	10	5	5	1
6	1	8	6	6
7	9	6	6	0
Average	8.29	5.57	4.29	2.86

Item	N.D.A.	S.D.	V.D.	E.D.
8	13	4	4	0



Legends

N.A. = Not at all
 S.D. = Several days
 > H.D. = More than half the days
 N. ED. = Nearly everyday

N.D.A = Not difficult at all
 S.D. - Somewhat difficult
 V.D. = Very difficult
 E.D. = Extremely difficult

Figure 2.2

Respondents	GAD-7 Scores
1	4
2	5
3	5
4	7
5	2
6	6
7	6
8	7
9	7
10	8
11	9
12	5
13	4
14	4
15	4
16	10
17	8
18	6
19	5
20	7
21	5
Average	5.99



Items	Statements
1	Feeling nervous, anxious, or on the edge.
2	Not being able to stop or control worrying.
3	Worrying too much about different things.
4	Trouble relaxing.
5	Being so restless that it is hard to sit still.
6	Becoming easily annoyed or irritated.
7	Feeling afraid as if something awful might happen.
8	If you checked off any problems, how difficult have these made it for you to do your work, take care of things at home, get along with other people?

COMMUNICATION AND CERTIFICATIONS



Principal Investigator: Lastimoso, Kiana Reese Gwyneth M.
Researcher, College of Rehabilitative Sciences
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INFORMED CONSENT FORM

This informed consent is for SWU - PHINMA Rehabilitative Sciences OT Freshmen and who we are inviting to participate in the research project THE EFFECTIVENESS OF MUSIC THERAPY IN ALLEVIATING ANXIETY ATTACKS AMONG SWU - PHINMA REHABILITATIVE SCIENCES OCCUPATIONAL THERAPY FRESHMEN

PART I: INFORMATION SHEET

I am **Lastimoso, Kiana Reese Gwyneth M.**, a BS Occupational Therapy Researcher in the College of Rehabilitative Sciences, Southwestern University PHINMA. I am conducting a research on promotion of coping strategies through music in alleviating anxiety attacks among Occupational Therapy first year college students.

There may be some words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me, the study doctor or the staff.

Purpose of the Research Project

This research emphasizes the collaboration of Music Therapy and Occupational Therapy in promoting mental wellness and holistic approach to individuals. The researcher aims to acknowledge music as an occupation, an art, and a therapy in itself.

Type of Research Intervention

Using Music Therapy in collaboration with Occupational Therapy, the researcher aims to create anxiety attack management. Through listening to music, the respondents will develop anxiety management while participating in leisure activities.

Nothing below this line.





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Researcher, College of Rehabilitative Sciences
Southwestern University PHINMA
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Participant Selection

The target population in this research are 21 SWU-PHINMA Rehabilitative Sciences freshmen in the Occupational Therapy department who experience anxiety attacks over the past two weeks. These students must be in a particular age group (18 - 20).

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. Whether you choose to participate or not, all the services you may be currently receiving will continue and nothing will change.

If you choose not to participate in this research project, you will be offered the treatment that is routinely offered, and we will tell you more about it later. You may change your mind later and stop participating even if you agreed earlier.

Information on the Intervention

The purpose of this research study is to promote the role of Occupational Therapy in anxiety attack management through music therapy in college students.

Procedures and Protocol

SWU-PHINMA Rehabilitative Sciences freshmen, ages 18 - 20 years old, will be included in the research study. Subjects will be evaluated through anxiety questionnaires. Participants will be observed once per 2 weeks in a month. They will be answering the anxiety questionnaires before and after each session in a month, to monitor improvements.

Duration

The implementation of this research will begin in January, first week of 2020. The sessions will happen once per two weeks in a month. Each session will last for two hours on any day of the week.

Nothing below this line.





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Side Effects

The participants will develop more time in leisure activity participation and will neglect other tasks in school, self-care, and education.

Risks

Participants of the research study which manifest no improvement in coping anxiety attacks are always at risk for more severe mental health issues.

Benefits

Benefits will manifest upon participation in the study. Particularly, the experience of free treatment sessions accompanied by increase improvements in anxiety attack management and enhanced quality of life.

Reimbursements

Rest assured there will be no money involved during the participation in this research, Time will be sufficient in order for this research to be implemented.

Confidentiality

The information that we collect from this research project will be kept confidential. Information about you that will be collected during the research will be put away and no-one but the researchers will be able to see it. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except the College of Rehabilitative Sciences Research Coordinator.

Sharing the Results

The knowledge that we get from doing this research will be shared with you through stakeholder and community meetings before it is made widely available to the public.

Nothing below this line.





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Researcher, College of Rehabilitative Sciences
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Confidential information will not be shared. There will be small meetings in the participants and wider community and these will be announced. After these meetings, we will publish the results in order that other interested people may learn from our research.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so and refusing to participate will not affect your treatment (if you are receiving any) in any way. You will still have all the benefits that you would otherwise have normally. You may stop participating in the research at any time that you wish without losing any of your rights as a patient. Your treatment (if receiving any) will not be affected in any way.

Who to Contact

If you have any questions, you may ask them now or later, even after the study has started. If you wish to ask questions later, you may contact me at: Lastimoso, Kiana Reese Gwyneth M., kimo.lastimoso@swu.phinma.edu.ph, 09497786349.

This proposal has been reviewed and approved by the **Southwestern University PHINMA Research Integrity Board**, which is the University's unit, whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Board, please contact the following:

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