

# Evidence Brief: Music Therapy

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Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

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- [Complete Evidence Brief list – link for External staff](#)

### Key publications – the big picture

#### [NHS Long Term Workforce Plan](#)

NHS England, 2023 (updated 2024)

(No direct mention of Music Therapists, but the British Association for Music Therapy contributed to the LTWP.) Increase AHP training places to 17,000 by 2028/29, putting us on the path to increasing places overall by a quarter to more than 18,800 by 2031/32. (Page 19) With full implementation over the longer term, the NHS total workforce would grow by around 2.6–2.9% a year, with an expansion of the NHS permanent workforce from 1.4 million in 2021/22 to 2.2–2.3 million in 2036/37, including an extra 60,000–74,000 doctors, 170,000–190,000 nurses, 71,000–76,000 allied health professionals (AHPs), and 210,000–240,000 support workers alongside the expansion of new roles such as 22 | NHS Long Term Workforce Plan physician associates and nursing associates, and greater use of apprenticeships. (Page 21) Education and training places for the AHP workforce are estimated to need to grow by 19–25% by 2030/31. This Plan sets out an ambition to increase AHP training places by 25% to over 18,800 by 2031/32. To support this level of ambition and work towards this level of expansion, AHP training places will increase by 13% to 17,000 by 2028/29, with an increase of 8% by 2024/25. (Page 45) More than a third of AHPs could train through apprenticeships, compared to 6% now, but this would vary by professional group. The Plan sets out the following assessment for proportion of entrants joining the AHP workforce via an apprenticeship route by 2031/32. (Page 45)

#### [Revised standards of conduct, performance and ethics](#)

Health & Care Professions Council, 2024

The revised standards of conduct, performance and ethics came into effect on 1 September 2024. Our [guidance on social media](#), which sits alongside the standards, has also been revised.

#### [Approved programmes](#)

Health & Care Professions Council, 2024

A database of approved education programmes for Allied Health Professionals.

#### [Recruitment of overseas allied health professionals](#)

NHS Employers, 2024

How overseas allied health professionals (AHPs) can enter the UK for work.

#### [Innovation and collaboration: supporting Allied Health Professions Return to Practice](#)

NHS England, 2023

It is well recognised that there are significant challenges in AHP workforce supply, retention, and growth across all sectors of health and care. Returning Allied Health Professions are a vital element of the Health Education England (HEE) workforce plan and are essential in re-directing knowledge, skills and experience back into health and care sectors.

#### [AHP Educator Career Framework](#)

Council of Deans of Health, 2023

The AHP Educator Career Framework is an outcomebased career framework that describes the knowledge, skills and behaviours required to be an effective teacher, learning facilitator, supervisor and role model in AHP education in practice and formal education settings. First and foremost, it promotes the education pillar of AHP professional practice, recognising that education is everyone's responsibility.

#### [Genomics for allied health professionals: Survey results](#)

NHS England WT&E, Genomics Education Programme, 2023  
Overall, your responses showed that a good majority of you feel you don't have a good understanding of genomics.

### [Your future allied health professionals](#)

NHS Employers, 2023

This infographic sets out the different routes available for organisations to train allied health professionals.

### [A guide to ESR coding for Advanced Practitioner roles](#)

NHS England WT&E, 2022

To ensure that advanced practitioners' skills are consistently recognised, and better enable those skills to be deployed across healthcare settings we must now ensure that the NHS workforce accurately reflects the breadth of the modern clinical workforce.

### [The Allied Health Professions \(AHP\) for England: 2022 to 2027](#)

NHS England, 2022

This strategy is a catalyst for change. Wherever you work, every member of our AHP community has a part in realising our collective ambitions through its delivery. I therefore encourage you to take a moment to consider how the AHP community can enable the change required to deliver future care today.

### [Allied Health Professions' Research and Innovation Strategy for England](#)

NHS England WT&E, 2022

This Strategy comprises a definitive collective national reference statement that encompasses and supports the existing research and innovation strategies of all the Allied Health professional associations.

### [What can AHPs offer in mental health settings?](#)

Health Education England, 2021

AHPs are the key to transforming health, care, and wellbeing. Working at the top of their competencies and skills, AHPs lead mental health teams to new ways of working. Their expertise in rehabilitation and enablement is vital to move away from over-reliance on hospitals and towards professional interventions across health and social care settings.

### [My role in tackling health inequalities: a framework for allied health professionals](#)

The King's Fund, 2021

This framework builds on our commitments in the UK allied health professions public health strategic framework 2019–2024 (Allied Health Professions Federation 2019) and we hope AHPs across the UK will find it useful. It aims to help you to consider your own unique contribution to tackling health inequalities and to help maximise this through a series of lenses and questions.

### [AHP Workforce Reform Priorities 2021/2022](#)

NHS England WT&E, 2021

Developed with The British Association of Dramatherapists (BADth), British Association for Music Therapy (BAMT) and British Association of Art Therapists (BAAT).

The work includes the following research projects:

- [Project 1: Art, Drama and Music Therapies and Dual Identity as Allied Health Professions and Psychological Therapies](#)
- [Project 2 NHS Practice Placement Expansion Communication Strategy for Art, Drama and Music Therapists](#)
- [Project 3: Identifying priorities in future workforce of art, drama, and music therapy, and promoting examples of good practice in postgraduate training programmes across the UK](#)

### [What is advanced clinical practice?](#)

NHS England WT&E, no date (estimated post-2020)  
Advanced clinical practitioners come from a range of professional backgrounds such as nursing, pharmacy, paramedics and occupational therapy. They are healthcare professionals educated to Master's level and have developed the skills and knowledge to allow them to take on expanded roles and scope of practice caring for patients.

### [Standards of education and training](#)

Health & Care Professions Council, 2017

In line with the way our education quality assurance model functions, we have split our standards of education and training along institution and programme levels.

See also: [Review of the standards of education and training](#) (2024)

## British Association for Music Therapy

### [Guidelines for Accessibility and Inclusivity for Disabled Students on Placement](#)

BAMT, no date

These guidelines have been written collaboratively with advice and involvement from members of BAMT Disabled Music Therapists network and members of the BAMT Training and Education Committee. The guidance is written for Music Therapist Placement Educators, staff teams at training Higher Education Institutions (HEIs) and students on placement. They have been written to support the planning and development of high quality, positive experiences for disabled students on placement. Any specific questions should be directed to the relevant organisation.

## Case Studies

### [The path to becoming a trainee music therapist](#)

University of Plymouth, 2021

One of the most important things that we are constantly reminded to do as trainee music therapists is to look after ourselves. A lecturer at Plymouth taught me the value of taking time out when things get a little overwhelming, and that is a lesson that I have carried with me on my new course.

### [Real-life story: Wendy](#)

NHS England WT&E, no date

After completing an undergraduate degree in music, Wendy knew that she wanted a career in music as well as the opportunity to work with a wide range of people. Training to be a music therapist very much offered her this opportunity, as well as the chance to use, develop, and adapt her creative skill to support people.

## The Star for workforce redesign

More resources and tools are available in the AHP Quick Reference Guides Upskilling section of the [Star](#). Alternatively, search for 'Allied Health' in the search bar.

## Statistics

You can find relevant statistics on the [Health and Care Statistics Landscape](#).

### [Registrant data and statistics](#)

Health & Care Professions Council, 2024

These factsheets provide a breakdown for each of the professions we regulate.

### [Key statistics on education and training for HCPC professions](#)

Health & Care Professions Council, 2024

We have provided key statistics as a summary of the picture of education and training for the professions we regulate, and how that picture is changing.

### [Retention rates of first time HCPC registrants, 2013 to 2018](#)

Health & Care Professions Council, 2023

The HCPC embarked upon this analysis to inform our work on preceptorship. We consider that the findings are of wider value. They have particularly important implications for providers and funders of training, and for workforce planners. They are also likely to be of great interest to other stakeholders including professional bodies.

## National Data Programme

Workforce, Training and Education staff can look at the [WT&E Data and Analytics Service](#) resources including the National Data Warehouse SharePoint site to find out more about datasets and Tableau products.

## Published Peer Reviewed Research

### Community and Primary Care

#### [Exploring the experiences of a person with dementia and their spouse who attended a telehealth music therapy programme: Two case examples from Ireland](#)

Abstract only\*

Nordic Journal of Music Therapy 33(4), 2024

Three shared themes emerged from the data analysis including (1) social isolation and lack of confidence linked to dementia diagnosis is worsened in rural locations, (2) song singing and song writing enables us to revisit happy memories, and (3) telehealth delivery increases access due to geographical location. The findings are presented in a narrative case study format to provide rich detailed descriptions of the music therapy programme and to illuminate the experiences of the participants.

#### [The therapeutic relationship in music therapy in a Flexible Assertive Community Treatment team: A joint interview study of service users and their Music Therapist](#)

Abstract only\*

British Journal of Music Therapy 38(1), 2023

Using reflexive thematic analysis, the characteristics of the music therapy relationship were categorised in three themes; (1) the humanistic, therapeutic relationship, (2) the friendship-like relationship and (3) the musical relationship. The relationship between the service user and the Music Therapist is essential to therapeutic outcome, and links to common factors in therapy. Building relationships with the Music Therapist and the Flexible Assertive Community Treatment team may be a vital step towards social participation for the service user and may be understood as a critical factor towards recovery.

#### [Development of the Music Therapy in Transition to Long-Term Care Model](#)

Abstract only\*

Journal of Music Therapy 60(4), 2023

The purpose of this study was to explore the perspectives of older adult long-term care residents, their care team staff, and their music therapists to develop a conceptual framework for the role of music therapy in older adults' transition and adjustment to long-term care. A grounded theory approach was used to conceptualize this process. Interviews with 17 participants were transcribed and analyzed using open, axial, and selective



coding. The resulting theoretical model describes a progression of qualities and benefits of music therapy that leads to residents "feeling their best self." Related categories include: Music therapy is accessible and engaging; Music therapy is personal and meaningful; Music therapy acts as a bridge to other resources; Music therapy facilitates transformation; and Music therapy facilitates community integration.

### [Shifting the Focus to Teachers: A New Approach for Music Therapists Working in Schools](#)

Music Therapy Perspectives 41(1), 2022

Two practice principles, "focus on the teacher" and "enable sharing," are presented to provide a framework for music therapists striving to support teachers. Following these principles may allow teachers to grow their musicality, teaching, and self-care practices. This paper concludes with implications of reframing the focus of music therapy practice with teachers for other music therapists working in the current performance-driven schooling system.

### [A Transdisciplinary Approach to Promoting Self-Determination: Collaboration Between Special Education Teachers and Music Therapists](#) Abstract only\*

TEACHING Exceptional Children 56(4), 2022

The authors of this manuscript outline and describe a three-step process for collaboration between music therapists and special educators to promote self-determination among students while also providing a vignette to demonstrate this practice.

### [Shifting the Focus to Teachers: A New Approach for Music Therapists Working in Schools](#)

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may allow teachers to grow their musicality, teaching, and self-care practices. This paper concludes with implications of reframing the focus of music therapy practice with teachers for other music therapists working in the current performance-driven schooling system.

## Digital

### [Applications of technology innovations in music therapy practice](#)

Abstract only\*

Nordic Journal of Music Therapy, 2024

The first example involves the use of sonification techniques mediated by the use of sensors and applied in the context of neuromotor rehabilitation. The second example involves the use of an algorithm (Melomics-Health) designed to create music specifically for therapeutic purposes. The third example refers to the possibility of employing machine learning techniques and/or artificial neural networks to identify predictive factors of success or relevance in therapeutic interventions with music.

### [Ethical reflections on social media use within music therapy: A conversational focus group study](#)

Nordic Journal of Music Therapy 33(5), 2024

The results highlight the many ways social media can facilitate both substantial value as well as serious risk in music therapy practice. Through the analysis, it has also become clear that music therapists must make complex considerations in working with social media to maintain a level of responsible practice.

### [Virtual Group Music Therapy for Apathy in Parkinson's Disease: A Pilot Study](#) Abstract only\*

Journal of Geriatric Psychiatry And Neurology 37(1), 2024

Group music therapy is an effective treatment for apathy in PD and may improve mood. The virtual format is a feasible

alternative to in-person sessions with high adherence and satisfaction.

### [The Modernization of Oriental Music Therapy: Five-Element Music Therapy Combined with Artificial Intelligence](#)

Healthcare 12(3), 2024

The development of artificial intelligence (AI) has enabled the acoustic analysis of multi-factor sound sources. This can develop five-element music therapy. Here, we discussed the challenges proposed by the future combination of five-element music therapy and AI. Further, we hypothesized that AI may promote its use in the medical field.

### [Factors Influencing Music Therapists' Retention of Clinical Hours with Autistic Clients over Telehealth During the COVID-19 Pandemic](#)

Journal of Music Therapy 61(2), 2024

The general perception of telehealth music therapy was positive, and NMTs believed that the clear protocols and transformation design model were helpful to them in adapting services to telehealth. There were no significant differences in percent-change of clinical hours among music therapists in different employment settings or serving different client age groups. Music therapists who said they practiced within the NMT treatment model lost a significantly lower percentage of clinical hours with autistic clients than those who did not practice NMT. Possible reasons for this result and the need for further research are discussed.

### [Barriers to Video Call–Based Telehealth in Allied Health Professions and Nursing: Scoping Review and Mapping Process](#)

Journal of Medical Internet Research 25, 2023

The barriers were related to technology issues, practice issues, patient issues, environmental issues, attributions, interpersonal issues, policies and regulations, and administration issues. The

most reported barriers included the lack of hands-on experience, unreliable network connection, the lack of technology access, diminished fidelity of observations and poor conditions for visual instructions, the lack of technology skills, and diminished client-practitioner interaction and communication.

## Diversity and inclusion

### [The importance of being diverse: Exploring the journey from Brexit to Belonging](#)

British Journal of Music Therapy 37(1), 2023

Throughout this article, challenging terminology and language are used to explore the systemic nature of prejudice and oppression. In the clinical examples, I attempt to denote when elements of therapeutic intervention framed by a prejudicial, Western lens can result in therapy which can be damaging. This article involves the critical discussion and use of some offensive language, including the explicit spelling of derogatory terms.

### [\(Un\)Learning from Experience: An Exposition of Minoritized Voices on Music Therapy Training](#) Abstract only\*

Music Therapy Perspectives 40(2), 2022

The themes discussed are self, self-experience & self-presentation; insider–outsider; inequity & minoritized labor; landscape of minority stress; power & institutional culture; fear & negative impacts; communication & feedback; positive experiences; and personal growth & reflexivity. In particular, we emphasize the importance of reflexivity both at the trainers' individual level and the level of the wider training institution. This requires a commitment to sustained learning and improvement within and beyond training across the profession.

### [Intersections of Race, Burnout, and Self-Care in Social Justice and Music Therapy](#) Abstract only\*

Music Therapy Perspectives 40(2), 2022

Although self-care is needed to navigate both occupational burnout and activist burnout, self-care is not just a means of burnout prevention and stress management. In the context of race and social justice, self-care takes on deeper meanings and purposes that can be further supported by the principles of moral courage and moral resilience to cultivate progress, strength, equity, and inclusion in the music therapy profession. Self-care can symbolize freedom and compassion, and new perspectives will be offered on acknowledging self-care as an ethical responsibility and honoring self-care as an inherent human right.

### [Exploring the Lived Experience of Disabled Music Therapists: A Literature Review](#)

Expressive Therapies Capstone Theses, 2022

This literature review examines the history of disability studies, disability statistics, disability competencies, as well as the lived experience of three different disabled therapists. Far more research is required in this area of the field, however, there is enough research out there to instigate a need for change.

### [Anti-oppressive pedagogy as an opportunity for consciousness raising in the music therapy profession: A critical disability studies perspective](#)

British Journal of Music Therapy 36(1), 2022

Through introducing these frameworks for socially just, anti-oppressive pedagogies, this article invites consciousness raising in music therapy pedagogy through engagement with critical disability studies theory and philosophy.

### [The Lived Supervision Experiences of Disabled Music Therapists](#)

Theses and Dissertations—Music, 2022

While each participant could identify and describe at least one positive supervision experience, this study revealed that disabled music therapists' supervisory needs were generally not met within music therapy supervisory relationships.

### [“Raising the curtain on the equality theatre”: a study of recruitment to first healthcare job post-qualification in the UK National Health Service](#)

Human Resources for Health 20, 2022

The Healthcare Workforce Equity + Diversity Lens we have developed can help to ‘raise the curtain on the equality theatre’ and inform more inclusive approaches to recruitment such as contextualised recruitment or effective allyship between employers and universities.

### [Anti-oppressive music therapy: Updates and future considerations](#)

The Arts in Psychotherapy 75, 2021

AOMT links critical music therapy theories to increase ethical practice and social justice in music therapy theory, education, research, and practice.

## Education and curriculum

### [Development and implementation of self-care strategies in undergraduate music therapy students: A qualitative thematic analysis](#) Abstract only\*

Nordic Journal of Music Therapy 33(5), 2024

We used an inductive approach to thematic analysis to analyze data and identified six themes: (a) Recognizing the need to shift to intentional self-care; (b) Developing an awareness of how and when to use self-care strategies; (c) Identifying specific strategies to support the self-care journey; (d) Circumstances impacting self-care; (e) Adjusting music as a self-care strategy; and (f) Advice for music therapy students and professors. We developed a model to depict the sequence of and relationships among themes.



### [Examining the accessibility of MA Music Therapy training in the United Kingdom for ethnic minority communities](#)

British Journal of Music Therapy 37(1), 2024

This article reports on a small research project undertaken as part of my studies for my MA Music Therapy. Three participants were interviewed for the study, each from different ethnic minority groups, and asked questions pertaining to their experiences while studying, in relation to race, accessibility, diversity and culture. Interpretative phenomenological analysis was used to contextualise their interview responses. The research findings highlighted barriers to accessibility of training such as a biased application process, lack of dialogue about race on training courses or within music therapy and the complexities of race and music therapy. This article provides suggestions of ways in which diversity in music therapy can be improved such as evaluating the curriculum and increasing cultural awareness.

### [Gatekeeping and fence-making: Themes and discourses of musicianship in UK music therapy training](#) Abstract only\*

British Journal of Music Therapy 38(2), 2024

This article presents findings from interviews with five experienced UK trainers carried out in 2017–2018. Interviews were analysed from two perspectives: a thematic analysis identified trainers' views on what 'being a Music Therapist' means in musical terms, while a discourse analysis helped show how trainers position music therapy in relation to musicianship more generally. Findings suggest trainers understand musicianship in music therapy as a combination of distinct musicianship characteristics, where exceptional achievement in one does not make up for lack in another. Trainers' assessments of competence across these characteristics not only act to identify suitable candidates for training (gatekeeping) but also discursively construct the practice of music therapy itself and distinguish it from other musical practices (fence-making). The UK music therapy training context

has developed rapidly since these data were collected.

Nevertheless, this study gives an account of recent pedagogic thinking on musicianship which remains relevant to current music therapy training.

### [Experiences of online music therapy placements in response to COVID-19 in Melbourne, Australia: Pedagogical considerations for supporting student learning](#)

Nordic Journal of Music Therapy 33(5), 2024

Findings aligned with recent scholarship in the wider field of Work Integrated Learning (WIL) and indicate a need for questioning prevailing modes of music therapy placement delivery in line with the contemporary context. While online placements were not always understood to provide authentic music therapy experiences, this perspective may need further contemplation given the ongoing need for online music therapy service provision.

### [Undergraduate Music Therapy Students' Perspectives on Curricular Self-Experiences](#) Abstract only\*

Music Therapy Perspectives 41(2), 2023

Participants identified empathy and skill development as benefits and that peer relationships and clear expectations facilitated participation. They also identified vulnerability and boundaries as drawbacks, and that professor/student relationships and cohort interactions impeded participation. Findings from this study highlight shared experiences among students and provide concrete examples of what educators should consider when designing curricular self-experiences.

### [Developing Clinical Perspectives: Reflections on Student and Teacher Experiences of an Undergraduate Music Therapy Course](#) Abstract only\*

Music Therapy Perspectives 42(1), 2023

Key learning outcomes are identified, specifically focusing on the importance of 1) teaching multiple perspectives early in a music therapy curriculum, 2) prerequisite knowledge, 3) musical competence, and 4) an integrated curriculum. In doing so, we advocate for an integral perspective to clinical practice, through which students develop the ability to locate themselves and shift perspectives in service of their clients.

### ["Taking Time": Exploring Music Therapy Student Self-Care Definitions and Practices](#)

Journal of Music Therapy 60(3), 2023

Additionally, we grouped participants' most common self-care practices into 10 categories and identified two emergent areas for exploration: self-care practices done with others/done alone and engaging in self-care practices that intentionally do not involve anything related to academics/coursework/clinical work. Together, these findings indicate that students' conceptualizations of self-care and their self-care practices have similarities and differences with music therapy professionals' perspectives and practices.

### [Understanding the impact of international music therapy student placements on music therapy practice and professional identity](#)

Abstract only\*

Nordic Journal of Music Therapy 33(3), 2023

Researchers interpreted five broad areas of learning from the data: Placement structure; challenges and supporting factors on placement; learning opportunities identified within the placement; future impact on individuals; and broader insights for the international development music therapy literature.

### [Business Education for Music Therapists: A Qualitative Exploration](#)

Abstract only\*

Music Therapy Perspectives 41(1), 2022

Our findings indicate that the amount of business education participants received as students did not match the amount of business education they perceived necessary to be business owners, and that they sought out additional training from a variety of sources.

### [Clinical teletraining in music therapy: Two educators' perspectives](#)

Abstract only\*

Nordic Journal of Music Therapy 31(3), 2022

Among these challenges was the impact of the pandemic on clinical training, as pandemic restrictions limited in-person contact and prompted music therapists to shift to telepractice. These changes in service delivery also prompted changes in clinical training, leaving some music therapy faculty to simultaneously learn, teach, and supervise telepractice.

### [Survey of Current Financial Needs of Undergraduate Music Therapy Students](#)

Abstract only\*

Music Therapy Perspectives 40(1), 2022

This study also compared the needs between BIPOC (Black, indigenous, people of color) and white students. Implications of findings as they relate to music therapy education and further research regarding the financial need and socioeconomic status are also discussed.

### [Safeguarding Curricular Self-Experiences in Undergraduate Music Therapy Education and Training](#)

Abstract only\*

Music Therapy Perspectives 39(1), 2021

Educators, clinical trainers, and supervisors who employ SEs are encouraged to implement safeguards toward upholding professional ethics and supporting learners' personal and professional development.

### Leadership, coaching and supervision

#### [Fostering Pre-Professionals and Learning Experiences in End-of-Life Care Contexts: Music Therapy Internship Supervision](#)

Healthcare 12(4), 2024

This article is a narrative review which offers background information on palliative care music therapy, and reports the authors' viewpoints and reflections on supervision strategies and models employed with music therapy interns in palliative care settings based on their experiences. Approaches are shared on supporting pre-professionals as they begin working in palliative care contexts, as well as implications for supervision practices.

#### [Inequitable barriers and opportunities for leadership and professional development, identified by early-career to mid-career allied health professionals](#) Abstract only\*

BMJ Leader 8(3), 2024

Thematic analysis (TA) generated four themes, including the barriers and opportunities for AHP leadership development and career progression. Further TA identified three overarching themes: equitable and interprofessional leadership development; an equitable and structured AHP career pathway; and having AHP leaders at a strategical and/or very senior level. These overarching themes were subsumed under the umbrella category: equity of opportunity and voice. The AHPs, who were interviewed, reported inequitable access to both career and leadership development, compared with other professions, such as nurses, doctors and pharmacists.

#### [Nurturing Learning Through the Pre-clinical Music Therapy Supervision Relationship](#) Abstract only\*

Diverse Pedagogical Approaches to Experiential Learning, Volume II, 2022

I reflect on my supervisory experiences to highlight the opportunities and demands intrinsic to the relationship, advocate

supervisor commitment to an active process of self-inquiry and reflexivity, and recommend strategies to nurture open dialogue, particularly regarding identities, privileges, and sociocultural forces.

#### [Towards a Model of Leader Character Development: Insights From Anatomy and Music Therapy](#)

Journal of Leadership & Organizational Studies 28(3), 2021

Understanding what character is and how it can be developed affords the potential to examine whether strength of character explains how different people function in the same context.

### Role progression and development

#### [Research on music therapy from 2013 to 2022: a bibliometric and visualized study](#)

Frontiers in Psychiatry, 2024

In the past decade, the research focus in music therapy was the effect of music therapy on neurological diseases and the improvement of psychological symptoms such as pain and anxiety. The neurophysiological mechanisms that bring about these therapeutic effects need to be future researched.

#### [What might an interactive music therapy service bring to the adult intensive care unit? A suggested service based on data from a scoping review](#)

British Journal of Music Therapy 38(1), 2024

Forty-three studies meeting the inclusion criteria used pre-recorded music, ranging from cassette to CDs, audio files, and MP3, most often delivered using headphones, some with audio pillows. All interventions were passive (listening) except for one, which delivered music played live. More research is needed into the workings of active and receptive music therapy in the adult ICU.

### [Notes on notes: A critical reflection on clinical writing in music therapy practice](#) Abstract only\*

British Journal of Music Therapy 38(1), 2024

Therapeutic encounters are swathed in writing from referral and consent forms, clinical and process notes, evaluations and assessments to reports. However, there has been very little research into the broader meaning, function and context of writing in music therapy. In this article, I hope to encourage music therapists to think critically about the writing they produce and use in clinical practice.

### [Defining Best Practices for the Development and Implementation of Music Therapist Verbal Processing Skills in Clinical Spaces](#)

Expressive Therapies Capstone Theses, 2022

Themes that emerge through this process include: (1) the power of integrating verbal and musical processing modalities to optimize clinical efficacy; (2) the impact of therapist theoretical orientation on the positioning of verbal processing; (3) the importance of remaining within ethical and educational scope of practice introducing verbal processing in music therapy spaces; (4) the need for a standard definition of verbal processing in music therapy; and (5) the need for concrete verbal skills training in music therapy education.

### [Music Therapy Program Development in a Hospital Setting: A Critical Review of Literature](#)

Expressive Therapies Capstone Theses, 2022

This research shows that even though there is a large amount of research on music therapy in medical settings, standardization of the field, education and advocacy remain important as the field grows to meet the culture it operates within and the needs of the diverse communities that music therapy serves.

### [Descriptive Analysis of Music Therapy Employment from 2013 to 2019](#) Abstract only\*

Music Therapy Perspectives 39(1), 2020

Results indicate a large portion of music therapists (MTs) have been in the field for five years or less. Though the majority of MTs work full time, there is a high rate of part-time employment. An estimate of the total number of new full-time jobs represented a ratio of 57% of new MT-BCs during the period. Private pay was the most reported funding source for music therapy services. Music therapy wages tended to be higher for those with higher levels of education. Limitations of the study and suggestions for future research are provided.

## Secondary and tertiary care

### [Personal versus therapist perioperative music intervention: a randomized controlled trial](#)

International Journal of Surgery 110(7), 2024

Personal music intervention improved postoperative systolic blood pressure, anxiety, nausea, emesis, and overall satisfaction, but not sleep quality, as compared to therapist-designed classic intervention.

### [Development and integration of a music therapy program in the neurologic inpatient setting: a qualitative study](#)

Disability and Rehabilitation, 2024

Four dominant themes emerged from the data: (1) facilitators of program operations; (2) barriers to program establishment; (3) perceived positive impact on patient outcomes; and (4) opportunity for improvement. Facilitator sub-themes included a love for music that encouraged participation, broad appeal of MT, and support of the health care team.

### [Developing Music Therapy in Maternity Care in Ireland: A Qualitative Study](#)

Journal of Music Therapy, 2024

Four themes were identified from the thematic analysis of these interviews: (1) music has multiple functions during the perinatal period; (2) music programs contribute to holistic perspectives and approachability in perinatal care; (3) music therapy provides specialist support; and (4) further development of music therapy services is challenging.

### [The perception of healthcare professionals, through their own personal experiences, of the use of music therapy in hospitalised children and adolescents](#)

Journal of Pediatric Nursing 77, 2024

#### Highlights

- Little is known about health professionals' perceptions of the value of music therapy.
- Music therapy is a useful tool, both to improve health professionals' own self-knowledge and for use in patient care.
- Music therapy was valued positively by the health professionals.
- Resources and research to promote the standardised implementation of music therapy in administrations must be improved

### [Music therapy in paediatric palliative care: A scoping review](#)

Abstract only\*

British Journal of Music Therapy 37(2), 2023

The findings of the scoping review indicate the following: (1) there is no clear definition of music therapy in paediatric palliative care; (2) there is limited research on paediatric palliative care; (3) music therapy in hospital-at-home offers isolated patients and families a feeling of connectedness; (4) both expressive and receptive music therapy approaches are included in the existing studies, emphasising the need to adapt to the patient's age, abilities, interests and energy levels; and (5)

the outcomes of the music therapy discussed in the literature focus on enhancing the quality of life.

### [Polyphonic perspectives: a focus group study of interprofessional staff's perceptions of music therapy at an inpatient unit for children in mental health care](#)

International Journal of Qualitative Studies on Health and Well-being 18(1), 2023

Several dimensions were involved in the findings, concerning the children and the interprofessional collaboration. The two main categories that emerged were: "What music therapy offers the children" and "What music therapy contributes to the interprofessional understanding of the children".

## Workforce perspectives and mental health

### [Music Therapists' Job Satisfaction and Related Factors: A Cross-Sectional Survey in Five European Countries and Israel](#)

Abstract only\*

Journal of Music Therapy 61(4), 2024

Participants seemed to be highly satisfied with their profession, but less satisfied with interactions with other team members, and with the perceived status of the music therapy profession. There is an overarching need for all countries (including those where music therapy is legally established as a profession) to promote the profession inside and outside the practitioners' work settings.

### ["I Can't Think of Anything More Fulfilling": An Interpretative Phenomenological Analysis of Eight Female-Identifying Music Therapists' Career Longevity](#)

Abstract only\*

Journal of Music Therapy 61(1), 2024

We identified nine themes that described career longevity: centering service users; other professional opportunities and responsibilities; building a sustainable and thriving program; humility, professional agency, and growth; professional service



to support peers and service users; training and supervising music therapists; connecting with the professional community; coping with work-related stressors; and music as a resource for resiliency.

[Conserving a sense of self despite significantly impaired short-term memory through songwriting and formative events](#) Abstract only\*

British Journal of Music Therapy 38(2), 2024

While short-term memory has been considered a conduit to long-term memory consolidation, and integral to the individual's self-expression, this case study implies short-term memory was neither the gatekeeper to formation of long-term memories, nor critical to maintaining a sense of self, and reflects on how music helped the client create and access new learning beyond procedural memories, anchoring the self in newly internalised self-expression.

[Description of Harmful Events Reported by Music Therapists in Their Everyday Clinical Practice](#) Abstract only\*

Music Therapy Perspectives 42(1), 2024

Four categories emerged that characterized these harmful events: (1) emotional harm, (2) physiological harm, (3) physical harm, and (4) relationship harm. Within each of these categories, therapist self-awareness, clinical decision-making, and clinical competence are discussed. The findings suggest a need for increased awareness of the potential for harm in music therapy clinical practice, increased education for students and new professionals entering clinical training/practice, as well as additional research exploring the ways music therapists may define, navigate, and prevent harm.

[Music therapists' perceptions on their role and status in medical settings in France: A survey study](#) Abstract only\*

Nordic Journal of Music Therapy 33(1), 2023

Despite promising advancements in the field of music therapy, in France the profession lacks the full support and recognition of the medical community. Additional efforts in the areas of medical training and systematic evidence-based practice are needed to improve the status of music therapists in France and elsewhere.

[The Role of Music Therapy in the Emotional Regulation and Psychological Stress Relief of Employees in the Workplace](#)

Journal of Healthcare Engineering, 2022

In the end, it is concluded that music therapy can stimulate employees' creative inspiration, eliminate employee fatigue, and eliminate some potential unfavorable factors. It can also enhance the friendship between employees, improve employee work efficiency and employees' sense of corporate identity, and reduce employee pain sense.

["There has probably never been a more important time to be a music therapist": Exploring how three music therapy practitioners working in adult mental health settings in the UK experienced the first year of the COVID-19 pandemic](#)

Approaches: An Interdisciplinary Journal of Music Therapy 16(2), 2022

Through data analysis, six common themes were identified: "Music therapists experienced initial impacts on their own mental health", "Music therapists are adaptable", "Online music therapy is meaningful", "There may be barriers to online provision for service users", "Feelings differ between music therapists about adopting extra work" and "Music therapy is more relevant now than ever".

[Joining the workforce during the COVID-19 pandemic: views of Allied Health Profession students](#) Abstract only\*

Journal of Interprofessional Care 36(5), 2022

Although the transition from student to practitioner continues to be a stressful period, only a minority of participants reported

COVID-19 as an explicit stressor. However, as the effects of COVID-19 continue to evolve in the United Kingdom, universities and healthcare trusts must ensure adequate supports are in place for recent graduates navigating this transition during a healthcare crisis.

### [Workforce Characteristics, Workplace and Job Satisfaction, Stress, Burnout, and Happiness of Music Therapists in the United States](#)

Voices: A World Forum for Music Therapy 22(1), 2022

With the inclusion of data on salary, workplace and job satisfaction, stress, burnout, and happiness, a comprehensive picture of the working lives of music therapists emerges. On the whole, music therapists appear to be generally happy with their workplace and job conditions and to experience moderate stress and low burnout.

### [Wellbeing and coping of UK nurses, midwives and allied health professionals during COVID-19-a cross-sectional study](#)

PLoS One, 2022

The COVID-19 pandemic had a significant effect on psychological wellbeing and quality of working life which decreased while the use of negative coping and burnout of these healthcare professionals increased.

### [Collective experiences in medical music therapy teams during COVID-19](#) Abstract only\*

Nordic Journal of Music Therapy 31(3), 2021

During the COVID-19 pandemic music therapy managers in hospitals were responsible for supporting their teams through relentless planning and implementation of change, including working virtually and in-person. The Creative Arts Therapies Managers' Network was established as a group of eight music therapy managers to formulate and appraise thinking and

generate and refine meaningful constructs to sustain their own capacities as managers.

## Competency Frameworks

### [The standards of proficiency for arts therapists](#)

Health & Care Professions Council, 2023

These standards set out safe and effective practice in the professions we regulate. They are the threshold standards we consider necessary to protect members of the public.

## \*Help accessing articles or papers

Where a report/ journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if only the abstract is available. If you do not have an OpenAthens account you can [self-register here](#).

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