

AGENDA

01 UNPACKING ISSUES

O2 CREATING A
RESILIENCE CULTURE

O3 ADDRESSING NEEDS

04 CONCLUDING



COMMON PSYCHOLOGICAL PROBLEMS

- Stress
- Anxiety
- Depression
- · ADD
- PTSD
- Substance misuse
 - Arcelus et al., 2014; Burns, 2021; Gorrell et al., 2021; Payne et al., 2020; Koops & Kuebel, 2019; Lench et al., 2010; McIntyre & Campo, 2017; Sazszi & Szabo, 2021; Stracciolini et al., 2017; Thomson & Jaque, 2015; Vaag et al., 2015; Yao et al., 2017





- Evidence from other countries (e.g., Norway) that, compared to the general student body, music and arts students have higher levels of
 - Anxiety symptoms
 - Depressive symptoms
 - Self-reported mental disorders
 - Psychotherapy use
 - · Vaag et al., 2021

COMMON PSYCHOLOGICAL PROBLEMS

- Historical and present day trauma
- · Perfectionism
- Stress related to heavy workload, fatigue, injury, musculoskeletal problems, and career concerns
 - Abergel et al., 2021; Araujo et al., 2017; Arnason et al., 2018; Ballenberger et al., 2018; Biernacki et al., 2021; Cahalan et al., 2015; Caine et al., 2015; Eusanio et al., 2014; Koops et al., 2019; Mainwaring et al., 2017; Nordin-Bates, 2017; Pollitt et al., 2021; Thomson & Jaque, 2015; Verulava et al., 2021





- Limited use of stress management tools and adaptive coping strategies
- Low levels of engagement in health responsibilities
 - · Araujo et al., 2017



COMMON SOCIAL PROBLEMS



- Competitiveness
- Peer pressure physical accomplishments, body
- Peer criticism and gossip
- Romantic partnerships
- Ambivalence toward authority
- Social media



PANDEMIC



- Served as a major source of stress 8/10 adults (78%)
- Increased stress 2/3 adults (67%)
 Exacerbated by societal stressors pervasive in prior years
 - Health care

 - Mass shootingsClimate change/global warming
 - **Immigration**
 - Sexual harassment/assault reports in the news Opioid/heroine epidemic

 - Politics
 - APA, Stress in America, 2020



PANDEMIC



- Impacted behavior negatively 49%
 Disrupted education and work, relationships, healthcare, and the economy
- Resulted in financial distress, job loss, and uncertainty about one's future and the future of the nation and the world
- Led to devastating trauma, grief, and loss of life
- Impacted some groups more than others (e.g., BIPOC, Gen Z)
 - · APA, Stress in America, 2020





Associated with

- Worsening psychological symptoms
- More distressing thoughts
- · Increased negative and reduced positive emotions
- Lowered levels of "flow" cognitive, physiological, and affective state of mind that corresponds to an optimal psychophysical state
- Complicated work-life synergy
- Burnout
 - Habe et al., 2021; Lischer et al., 2021; Rosset et al., 2020







- Distance education was associated with
 - Loss of motivation
 - Limited socialization
- Return to in-person learning has also been challenging for some and people are struggling more to cope with stress
 - · Dilma, 2020





- Economic impacts
 - Digital divide
 - Economic challenges have resulted in some students needing to work to support their family and/or themselves





- Demonstrated resilience

- Were practical Experienced life beyond their art Grew personally and professionally Appreciated the time to be both consumers and producers of their art form
- Relished the pause



QUESTION?



- Any reflections on the issues I detailed?
- What other issues have impacted your students?







Associated with

- Stress including about students' stress
- Fear and anxiety
- Burnout
- Intense sense of uncertainty about the unknown and discrepant feedback Concerns about effectiveness of online education,
- technological integration, and professionalism
 - · Cheng & Lam, 2021





Associated with

- Lower levels of overall well-being and higher levels of depression as compared to published norms
 Less positive emotion, less engagement, less
- Less positive emotion, less engagement, less accomplishment, more negative emotion, and poorer health outcomes
 - Miksza et al., 2021 data from members of the National Association of Music Education





- Associated with
 - Decreases in sense of teaching efficacy
 - Hindrances to their students' learning
 - Miksza et al., 2021 data from members of the National Association of Music Education





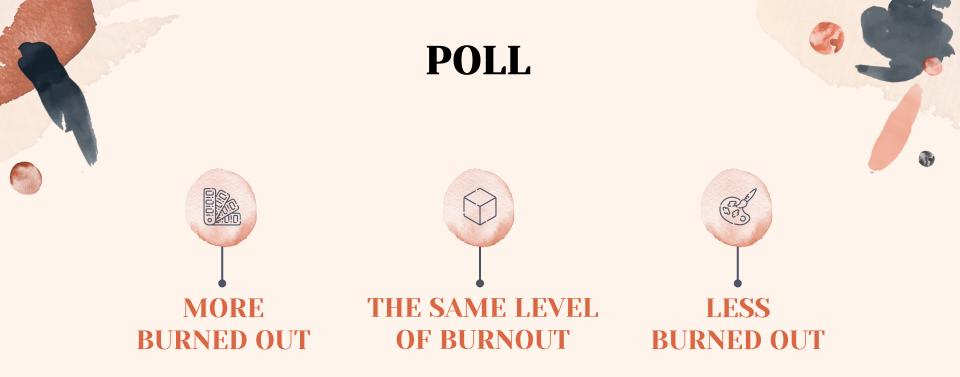


- Associated with challenges
 - Addressing students' and own anxieties being inperson
 - Meeting students' expectations and needs to work





During the pandemic, have your dominant emotions been



Compared to prior years, are you personally





Concerned about

- The survival of the arts and artists
- Declining enrollments (e.g., marching band)
 Relevance of the arts
- Not having the needs or demands of arts' programs understood by administrators
 Kahler & Hain, 2020





- Found that losing time and being sidelined from the arts for a period was psychologically and physically brutal on the students
 Concerned about everyone's safety when returned to class, rehearsals, performances
- - · Kahler & Hain, 2020





- Stressed by countless decisions to make to ensure safety and balance that with program requirements and solvency. Required to determine and/or follow COVID protocols and deal with associated stresses
- - · Kahler & Hain, 2020





- Have witnessed profound economic impacts on individuals
 - Lost income
 - Lack of eligibility for certain financial supports
 Concerns about short- and longer-term job
 - Concerns about short- and longer-term job stability
 - Brunt & Nelligan, 2020; Ciurczak, 2020; Rosset et al., 2020





- Have seen major impact on

 - Arts programsArts organizationsAudiences
 - - Brunt & Nelligan, 2020; Ciurczak, 2020; Rosset et al., 2020

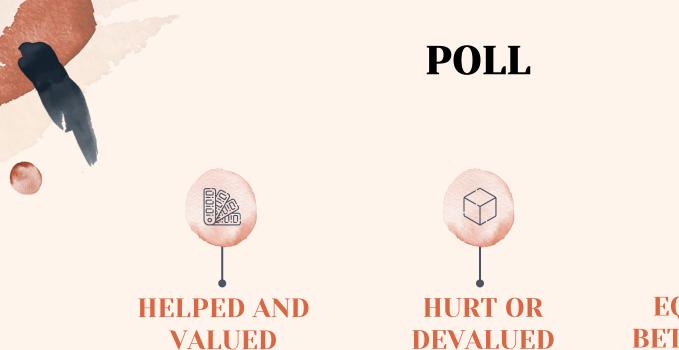




 Experienced the countless ways in which the arts and culture have helped us cope with the crisis

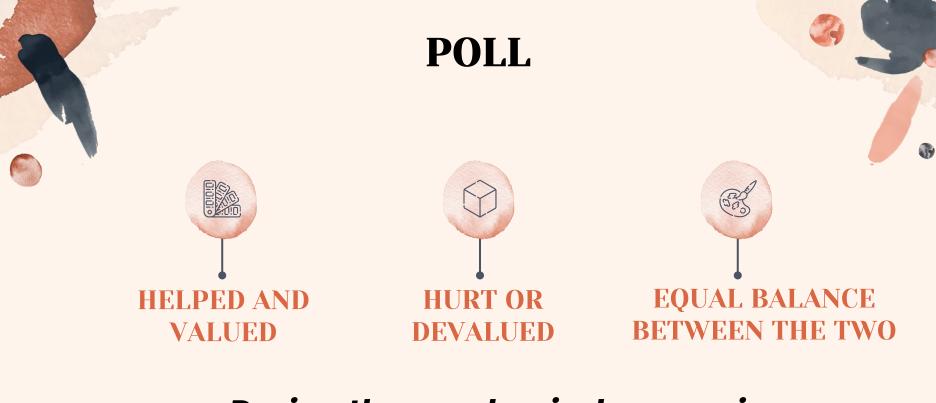
Culture has helped us out of the crisis. Now we have to help culture and support the diversity to which culture owes its strength

- UNESCO chief Audrey Azoulay 55





During the pandemic, has art and design and its programs been



During the pandemic, has music and its programs been



QUESTION?



- Any reflections on the issues I detailed?
- What other issues have impacted your faculty and administrators?





RACISM



- Increased awareness that systemic racism plagues our nation

- Witnessed massive protests across the US Declared racism a public health problem Viewed police violence toward members of the BIPOC community as a significant source of stress (59% of adults)
- · Cited discrimination on a personal level as a major form of stress (33% of all adults, 44% BIPOC individuals)
 - APA, Stress in America, 2020; CDC, April 2021



RACISM AND THE ARTS

- Increased our recognition of how systemic racism shapes our access to art
 Acknowledged that a lack of opportunity for
- non-white artists and an undervaluing of their art are pervasive problems Brought attention to the ways in which the
- arts community perpetuates racism
 Highlighted the challenges with faculty and
 students who are resistant to acknowledging
 White power and privilege and the impact of
 these on the arts' community and artistic productivity



RACISM AND THE ARTS



Recognized the ways in which the arts community can confront racism



QUESTION?



Other thoughts about the impact of racism on your program?





RESILIENCE



- Adapt well in the face of significant sources of stress, adversity, trauma, tragedy, or threats
- Bounce back from difficult experiences
- Grow from challenging experiences and improve your life in response



RESILIENCE



- Develop resilience through
 - Fostering wellness
 - Embracing healthy thoughts
 - Creating
 - Finding purpose
 - Building connections
 - Seeking help



RESILIENCE



- Create and sustain a culture in Schools of Music and Schools of Art and Design that is
 - Psychologically healthy
 - Culturally responsive
 - Socially just





- Build positive, supportive, and collaborative teacher-student relationships, which are associated with
 - Better teaching
 - Better student learning and achievement
 - Greater enjoyment of learning
 - · Tsai, 2017





- Foster creative performance through embracing creative performance pedagogical practices
 - Foster self-regulated learning and practice
 - Encourage students to take risks and fail
 - · Focus on process rather than product
 - Greene et al., 2019





- Foster creative performance through embracing trauma-informed pedagogy
 - Collaborate in a manner that recognizes and validates everyone's painful experiences
 - Prioritize self-care and healing for students, faculty, and administrators alike
 - Walzer, 2021





- Value highly optimal health and wellbeing and daily practices to enable this
- Provide a flexible and supportive environment where health and wellbeing are viewed as integral to training, performing, and producing
- . Minimize barriers to healthy lifestyles
 - · Araujo et al., 2017; Perkins et al., 2017





- Emphasize overall wellness
 - Determine necessary requirements and eliminate ones that lead to distress and burnout
 - Offer a health and wellness course
 - Provide opportunities for more ongoing conversation in classes, rehearsals, advising meetings, mentoring relationships
 - · APA Stress in America, 2020; Mosley, 2020





- Encourage and empower people to
 - Be their authentic selves
 - Voice their needs and perspectives
 - Engage in an authentic process of creating
 - Partner in creating solutions
 - APA Stress in America, 2020; Hashomi et al., 2019; Mosley, 2020; Sawyer, 2020





- Empower students to thrive
 - Encourage music and art and design expression that helps them share their feelings, create, and find flow
- Give ongoing, accurate, corrective feedback in a manner that builds confidence and selfefficacy
 - Biasutti & Habe, 2021; Calderon-Garrido et al., 2021; Dou et al., 2021





- . Give praise as well as constructive feedback
- Try to understand the reason for a mistake, accept and acknowledge why from the person's perspective the mistake happened, and invite them to find a solution
 - · Cheon et al., 2015





- Make available training in
 - Body awareness
 - Adaptive coping strategies
 - Positive self-talk
 - Anxiety management
 - Mindfulness, which is associated with improved focus and better stress management
 - Acceptance
 - Arnason et al., 2018; Blevins et al., 2021; Fogaca, 2021; Harrison et al., 2021; Koner & Weaver, 2021; Jowett et al., 2021





- Support people's autonomy, which can protect them from burnout and increase their engagement in the face of perfection
- Encourage members of the community to use an app to monitor their wellness (arts specific)
 - Blevins et al., 2021; Fogaca, 2021; Harrison et al., 2021; Jowett et al., 2021





- Recognize that adolescence and young adulthood focuses on separating, becoming more autonomous, prioritizing peer relationships, experimenting and rebelling, and pursuing one's own values
- Facilitate artists' growth related to these developmental challenges





 Make sure faculty and administrators take care of themselves first so they can then take care of the students





- Provide mental health days routinely
- Offer listening sessions that lead to action and transformation





- Have each faculty member, then each department, and then the school create DEIB Change Statements
 - D = Diversity: facts
 - E = Equity: choice
 - I = Inclusion: Action
 - B = Belonging: Outcome





- Decenter Whiteness
- Dismantle anti-Black linguistic racism and White cultural and linguistic hegemony in the classroom and other arts-related spaces
- Use arts-based research to uncover racism, oppression, and social inequities and generate dialogue related to these issues with the goal of advancing sustainable social change
 - Baker-Bell, 2019; Fonseka et al., 2021





- Establish inclusive policies in training and hiring
- Have role models for diverse students to emulate
- Strive to have your program mirror the demographics of the community (local area, school/university population)
- Use a stages of change model to address resistance to cultural responsivity





- Engage in community outreach efforts to increase the diversity of the pipeline
- Capitalize on our collective moral responsibility to leverage the arts and culture to promote health and mental health
 - Bruch, 2021



CREATE A SOCIALLY JUST CULTURE



- Be attuned to the impact of the societal challenges on students' functioning and address this with compassion Ensure a value driven culture, that prioritizes
- - · Open dialogue
 - Höpe
 - Connections with family, peers, culture, community
 Creativity and innovation
 Anti-racism

 - - · APA Stress in America, 2020; Brutn & Nelligan, 2020; Giordano et al., 2020; Mastnak, 2020; Molyneux et al., 2020; Rendell, 2020; Sternbach, 1993



CREATE A SOCIALLY JUST CULTURE



- Engage in cross-sector collaborations with community based organizations to

 Address the social determinants of health

 - Build neighborhood assets Cocreate artworks

 - Promote arts based advocacy to improve the conditions associated with poor health and mental well-being
 Epstein et al., 2021



VERY

EFFECTIVE

POLL





How effective are your organization/department/program efforts to address structural racism, oppression, and bias as relevant to your art(s)



QUESTION?



- What else have you found helpful for creating a culture that is
 - Psychologically healthy
 - · Culturally responsive
 - Socially just







- Prioritize flexibility
 - Greater flexibility and adaptability improves relationships, increases engagement, and allows for a more tailored and therefore more responsive approach to education





- Practice and encourage wellness and self-care strategies
 - Have a self-care routine to facilitate coping with life challenges
 - Include different ways to relax and de-stress Prioritize free mind endeavors mediation or
 - journaling
 - Make time for self each day 15-30-minute increments throughout the day

 APA Stress in America, 2020; Penniment & Egan, 2011;
 - Radell et al., 2017





Practice and encourage mindfulness

- Appreciate value of mindfulness (being conscious of something and present in the moment) for emotional stability, optimal performance, injury prevention, and creativity
- Engage in regular mindfulness practice, which may involve apps (CALM; Headspace; Stop, Breathe, and Think)
- Employ art-specific mindfulness phrases
 - I trust my ear
 - · My visual perceptions are getting keener
 - · Blevins et al., 2021





- Practice, model, and encourage selfcompassion
 - Be kind toward oneself, accept one's limitations, have an open heart, appreciate that one's imperfections connect to the experience of imperfection shared by all humanity, and pay mindful attention to uncomfortable emotions
 - Link self-compassion to resilience, psychological wellbeing, and reductions in distress and pain
 - Albertson et al., 2015; Bluth & Neff, 2018; Kelly & Carter, 2014; Neff 2017





- Practice, model, and encourage selfcompassion in the context of the pandemic, social injustice, etc.
 - Reflect daily on three good things that happened, large or sm'all
 - Acknowledge this is a new situation that no one was prepared for and thus feeling uncertain is understandable
 - Do one's best, but give oneself and others space when energy or motivation for excelling is limited
 Tap in and tap out as needed
 - - · APA Stress in America, 2020



- Practice, model, and teach techniques to increase confidence
 - Self-reflect accurately and with compassion/kindness
 - Avoid comparisons unless to self
 - Define own success
 - Control what can and accept what cannot control (radical acceptance)
 - Barrell & Terry, 2004; Buckroyd, 2001; Fish et al., 2004; Garcia-Dantas & Quested, 2015; Gordon & Gruzelier, 2003; Monsma & Overby, 2004; Pavlik & Nordin-Bates, 2016; Thomas & Jaque, 2018; Walker & Nordin-Bates, 2010





- Engage in programs to bolster self-esteem and reduce the negative impact of shame and perfectionism
- Strive for excellence rather than perfection counter the harmful culture of perfectionism
- Accept own strengths and challenges and make career related decisions accordingly
 - Eusanio et al., 2014; Hamilton et al., 1997; Jowett et al.,
 2021





- Practice, model, and encourage meditation practice
 - Rest the mind
 - Attain a state of conscious awareness of the present moment
 - Embrace opportunities for mindful meditation
- · Participate in yoga
 - Channel the power of breathing
 - Find peace of mind through accepting your body
 - Listen to own body
 - · Sano, 2021





- Educate artists about anxiety and teach them adaptive strategies for coping with stress (e.g., performances, showings)
 - Preparing
 - Visualizing and engaging in facilitative imagery
 - Focusing on positive thoughts
 - Using rituals
 - Breathing
 - Practicing mindfulness meditation
 - Being self-compassionate
 - Connecting with others





Teach artists to

- Take constructive feedback well graceful acceptance of feedback
- Resist shame
- Be kind to themselves in their self-evaluations; the selfcritical component of perfectionism, not the high standards, cause performance anxiety and burn-out
 - Barrell & Terry, 2004; Garcia-Dantas & Quested,
 2015; Nordin-Bates et al., 2017; Thomas & Jaque, 2018



BUILD RESILIENCE



Prevent injuries

- Implement a wellness program that includes physical and psychological screening to establish baselines and take action when problems are identified
- Highlight value of individual activity-rest schedules especially during stressful periods
- Help artists learn adaptive ways to cope with pain
 - Notice pain and engage in appropriate self-care
 - Reduce catastrophizing
 - · Clark et al., 2014; Encarnacion et al., 2000; Fietze et al., 2006; Twitchett et al., 2010



BUILD RESILIENCE



- Use psychological tools to aid injury recovery reduce pain and fear of re-injury, enhance perseverance and adherence, foster hope and sense of purpose, and bolster self-esteem
 - Embrace holistic physical-psychological therapies
 - Accept (radical acceptance) injury
 - Set appropriate goals based on injury realities
 - · Utilize relaxation techniques and healing imagery
 - · Participate in meaningful alternative activities
 - Air et al., 2013; Butler et al., 2005; Christakou et al., 2007; Pollett et al., 2021; Walker, 2009



- Notice and take seriously range of symptoms
- Be attuned to difficulties that negatively impact an artist's functioning
- Ask artists who are injured about their psychological distress
- Never feel it is your responsibility to assess the seriousness of the situation or determine the right cause of action



- Talk directly to the artist about concerns in a compassionate and timely manner
- Connect artists to appropriate behavioral health resources in your community
- Participate in the treatment and recovery process for artists, along with the members of the interdisciplinary team, the artist, the family, and the peers, etc.



- Make accommodations for artists with psychological difficulties (time for appointments, extra time to learn music/prepare for a show, modified programs of study)
- Educate all members of your school about identifying and making decisions about psychological problems that require attention
 - Gilbert, 2021; Mountjoy et al., 2014



RESPOND TO COMMON PSYCHOLOGICAL CHALLENGES



- Mitigate against psychological trauma in the environment (e.g., humiliation)
- Encourage artists to strive for excellence rather than perfection
- Shift the culture away from one that embraces overwork to one that supports self-care, rest, modified training, and the receipt of social support so that damage to the body and psyche are minimized



RESPOND TO COMMON SOCIAL CHALLENGES



- Find ways to be humanistic and connected, even in virtual and digital spaces
- Capitalize on what we learned about our arts through the digital turn to enhance creative potential, establish new and positive ways of interacting and producing, build resilience, and improve mental health
 - Blevins et al., 2021; Budde et al., 2021; Camlin & Lisboa, 2021; Mosley, 2020; Schiavio et al., 2021



RESPOND TO COMMON SOCIAL CHALLENGES



- Empower artists to view their art as a common language through which they can be understood, embraced, and empathized with so they take care of themselves and others
- Bring arts communities together
 - APA Stress in American, 2020; Blevins et al., 2021; Perkins et al., 2017; Roncaglia, 2021; Shimizu & Okada, 2021



RESPOND TO COMMON SOCIAL CHALLENGES



- Minimize the destructive impact of comparison and competition
- Encourage students to use social support and provide such support to them
 - Have accessible support services
 - Address problems with limited awareness or availability of support services
 - Perkins et al., 2017



SUPPORT HELP-SEEKING

- Access mental health services if emotionally overwhelmed, burned out, or struggling to cope and encourage others to do the same

 Ensure people are informed about services

 Facilitate access to services

 - - Connect students to university or local resources Recommend free or low cost services specific to the arts community
- Link with mental health professionals who work with artists (e.g., performance psychologists)
 Advocate for funding for mental health services in colleges/universities or with health plans
 Perkins et al., 2017





Commit to anti-racism and anti-White supremacy

 Move to an educational model and departmental culture that is inclusive, equitable, diverse, and culturally responsive

 Focus on and understand deeply diversity defined broadly – differences in artists' backgrounds, modes of expression, contexts for sharing artistic work

 Require courses/programs on such topics as equity in music/art and design

 Refocus teaching methods to affirm and celebrate the diversity of people's experiences and cultures and alter the oppressive structures that dominate the curricula

· Ellefson, 2020; Hamilton, 2020; McCarthy-Brown, 2017; Mullikin, 2020; Nichols, 2020; Powell et al., 2020





- Increase visibility of BIPOC artists
 Virtual platform facilitates this
 Create and share anti-racism music and/or art and design resources
- See examples
 - <u>UNC College of Arts and Sciences Music</u>





- Commit to anti-racism and anti-White supremacy
 - Éngage in anti-racist efforts aimed at equitable communities across the arts do not be complacent

 - Acknowledge ways racism permeates the arts
 Remember, the process will be challenging and take
 time, but current and future artists deserve better than the current racist structures
 - · Gottschild, 1998; Kraehe et al., 2018; McCarthy-Brown, 2017; Mullikin, 2020





- Commit to anti-racism and anti-White supremacy
 - supremacy
 Make public statements about racial justice commitment and action plans
 - commitment and action plans

 Appoint and support DEI leaders in the organization







The Music Industry Wants to Fight Racism. Will It Look Inward?





- · Encourage everyone in the community to confront racism and implicit bias
 - Use voice speak from own perspective exclusively and express how you feel
 Use art to speak truth to power
 Find a place where voice is valued
- Find allies and be an ally
 Mosley, 2020; Spears, 2020





- Protect own mental health as confront racism and implicit bias
 - Be sensitive to the impact of the racial/ethnic trauma in everyday life compounded by the practices of the arts community on BIPOC artists and the psychological effects of confronting racism and implicit bias
 - Stress and anxiety
 - · Lower self-esteem
 - Problems with practice, productivity, performance Mental health difficulties

 - Mosley, 2020; Turner, 2019





- Move from microaggressions to

 - microprogressions
 Engage in self-reflection
 Be aware of stereotypes
 Mitigate bias in choices of what to perform/display and who will perform/have their work displayed
 Encourage diverse people to create and develop their personal voices
 - : Wakamatsu, 2020





- Move from microaggressions to microprogressions
 - Be intentional about small, regular, and common acts or experiences that challenge and/or dismantle bias, stereotypes, discrimination, and oppression
 Use the classroom and performance/show space to pursue microprogressions and challenge
 - microaggressions
 - Infuse all spaces with compassion, connection, and anti-racism through daily, deliberate microaffirmations
 Strunk et al., 2017; Wakamatsu, 2020





Secure anti-racism consultations







- Hold multicultural arts events in a safe manner
- Call for changes at the top due to lack of diversity in leadership Stand in solidarity with protestors across the nation committed to breaking the systems that create and maintain racism, oppression, bigotry and inequity

 · King et al., 2020





- Create work honoring specific communities
 - Black victims of police brutality
 - Black queer community
 - Transgender people of color
- Show support for the BLM movement

Graphic designers share illustrations and resources in support of Black Lives Matter

How Is the Art World Responding to the Black Lives Matter Movement Now?

#BlackMusicMatters:

Dismantling Anti-Black Racism in Music Education









StopAsianHate

Illustrators unite in support of #StopAsianHate

A total of 19 international illustrators have been brought together for the project, which aims to "represent, humanise and tell the stories" of Asian people.







LOOK FORWARD



- Ensure programming that prepares artists to transition to other careers if they choose by
 - Capitalizing on what they learned from their art and generalizing it to other situations
 - Contemplating the role of more formal college education (and possibly beyond)
 - Making career choices and preparing for them
 - Determining ways to integrate their art in their life
 - · Harrison & Ruddock-Hudson, 2017



QUESTION?



• What other interventions/approaches have you found helpful?







- Be guided by your values and the values of your organization/ program/institution
- Emphasize activities that bring a sense of meaning and purpose in your life and the lives of your students and colleagues
- Be proactive and innovative in supporting creativity and well-being





- Make an intentional commitment to anti-racism through the use of microprogressions, which empower people with multidimensional social identities, strong voices, creative capacity, and leadership skills
 - Brunt & Nelligan, 2020; Wakamatsu, 2020





 Use the pandemic and active social justice movement to showcase the arts and their connecting and healing value





- Recognize that we are facing a national mental health crisis that could yield serious health and social consequences for years to come, especially among vulnerable groups such as artists and arts educators and administrators. Act NOW to help those who need it and prevent
- Act NOW to help those who need it and prevent a more serious and widespread mental health crisis



