

An Online Cross-Sectional Survey of Music Therapy Graduate Equivalency Students: Examining Music Therapy Ethical Dilemmas

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Abstract

The purpose of this study is to explore ethical dilemmas experienced by music therapy graduate equivalency students in the educational setting through a cross-sectional survey. The survey included both quantitative and qualitative questions concerning the experiences of ethical dilemmas during participants' education. Quantitative data were reported using statistical analysis. Qualitative data were analyzed using inductive coding, where categorical themes emerge from the data. The survey also included questions about the participant's satisfaction level of the resolution of the experienced ethical dilemma as well as their satisfaction level with their ethical training in music therapy education. Survey participants were current or past graduate equivalency students who experienced an ethical dilemma. Nine self-identified participants took the survey, four of which indicated they experienced ethical dilemmas during their education and/or clinical training. Categorical themes from the survey responses included exclusion, discrimination, communication, invasive, violation of guidelines, and harassment/bullying.

Survey

- Survey participants were self-identified current or former music therapy graduate equivalency students.
- Quantitative questions included information about if a dilemma occurred (Q. 1) , who was involved in the dilemma (Q. 2) , and the setting of the dilemma (Q. 3). Participants rated their satisfaction of the resolution of the dilemma from 0-10, with 0 being *completely unsatisfied* and 10 being *completely satisfied* (Q.5). Participants were also asked to rate the perceived preparedness of the individual to resolve ethical dilemmas from 0-10, with 0 being *no preparation at all* and 10 the *most possible prepared to resolve any ethical dilemmas* (Q. 6).
- Quantitative data were analyzed using descriptive statistics.
- The qualitative question (Q. 4) requested that participants describe the ethical dilemma they experienced.
- The qualitative data were analyzed using a bottom to top method, adapted from Linneberg and Korsgaard (2019).

Quantitative Data Results Continued

Figure 1

Measuring Resolution Satisfaction Level

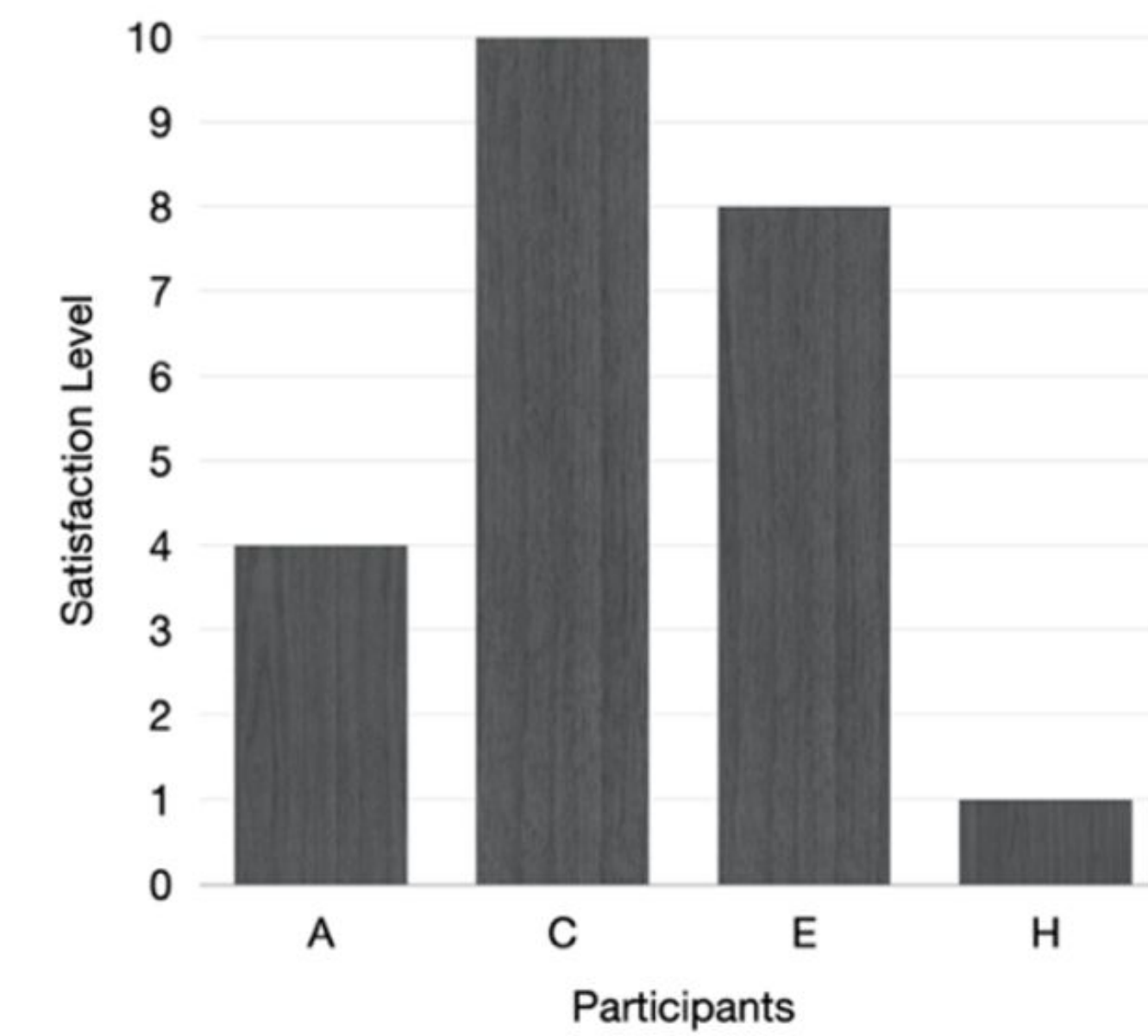
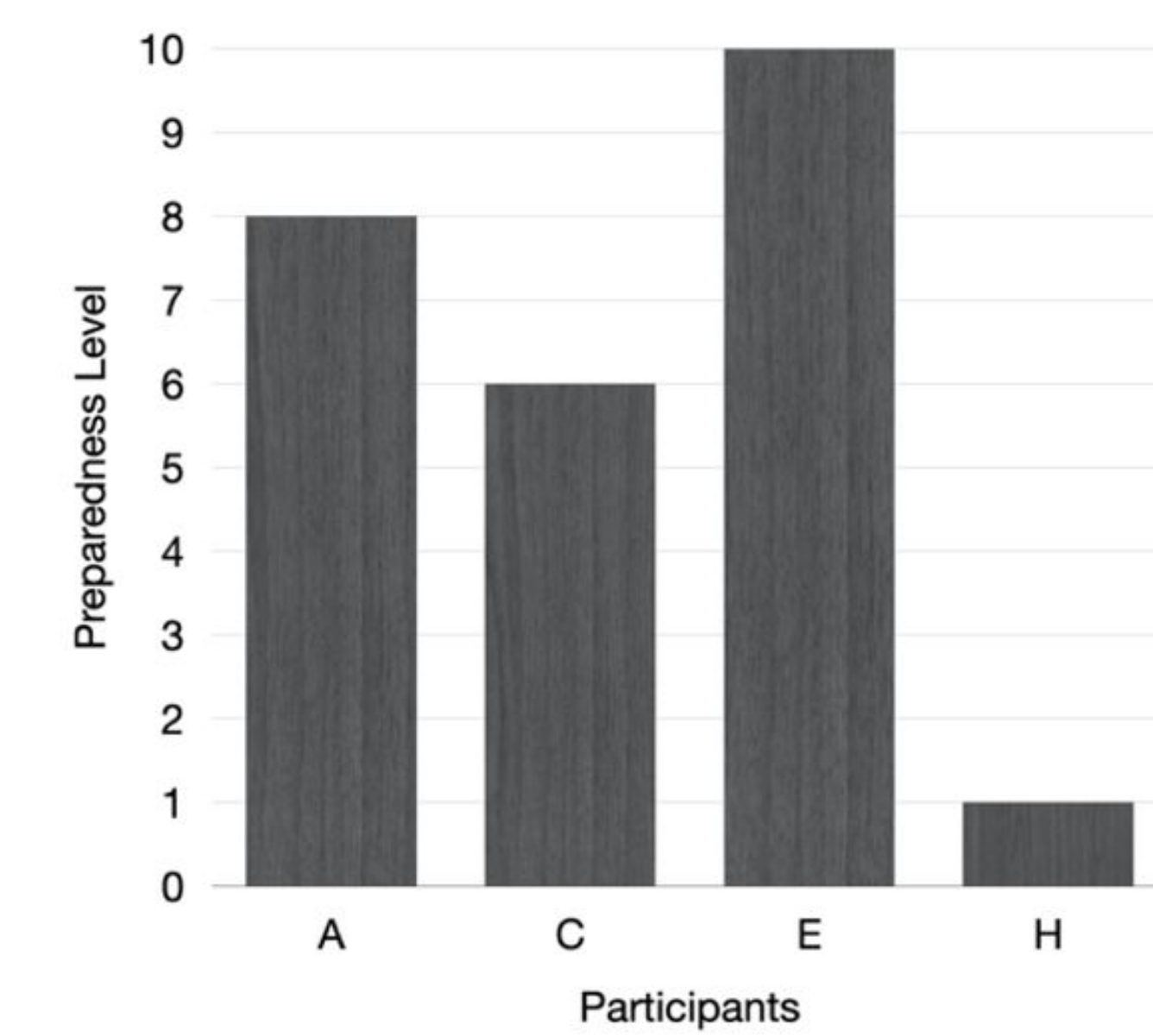


Figure 2

Measuring Preparedness Level

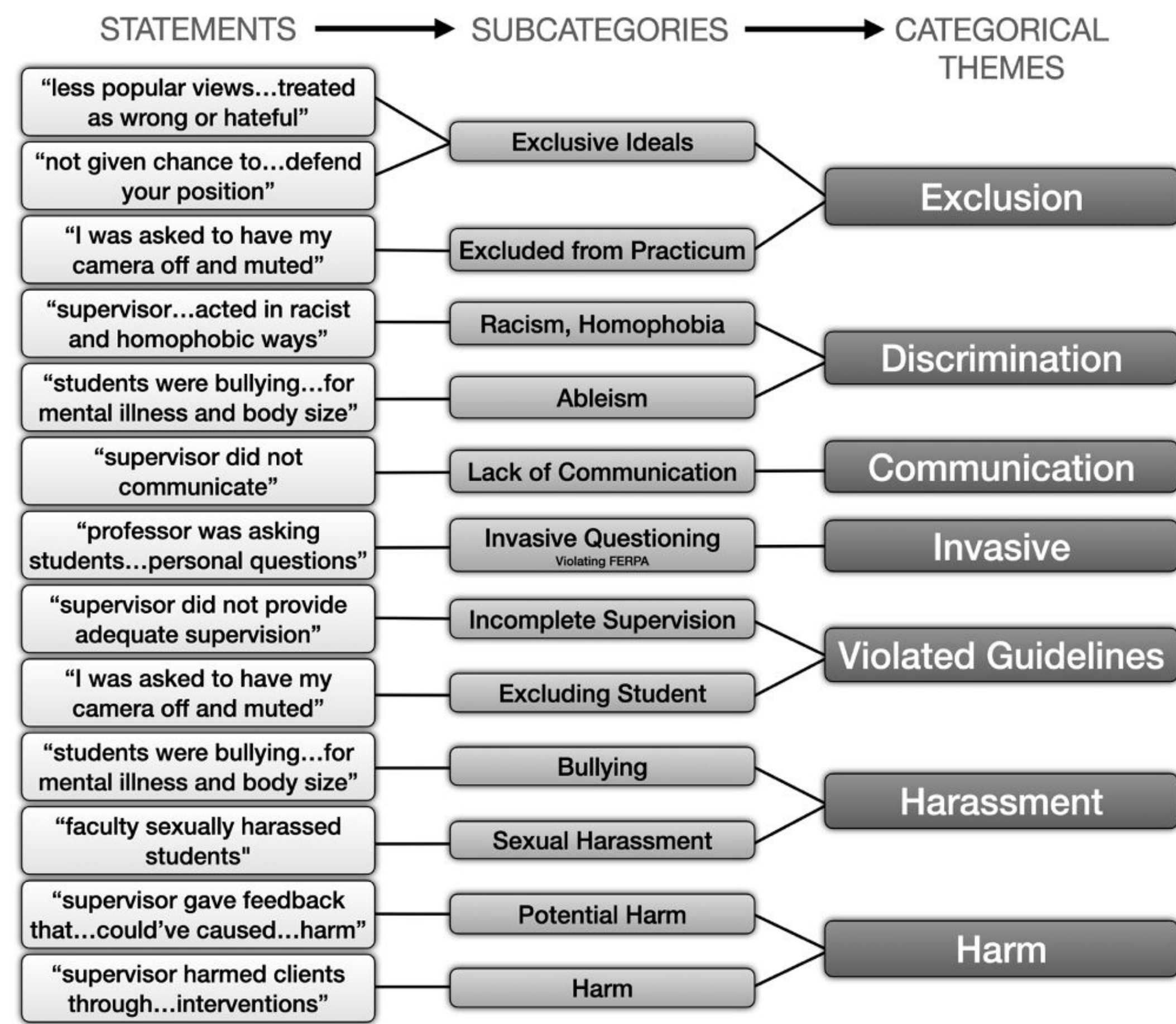


Qualitative Data Results

Through an inductive coding process, the researcher recognized and recorded categorical themes from the qualitative data (Figure 3).

Figure 3

Categorical Themes



Research Questions

Quantitative Questions:

- What is the descriptive demographic information related to music therapy ethical dilemmas?
- What are the perceived rates of resolution of the ethical dilemmas?

Qualitative Question:

- What are the experiences of music therapists and music therapy students in a music therapy educational dilemma?

Integrative Question:

- What is the relationship between the two forms of data in the survey? How do they relate to one another, if at all?

Quantitative Data Results

There was a total of 9 survey participants. 4 out of 9 survey participants stated that they had experienced an ethical dilemma during their education/clinical training.

Table 1

Individuals Involved

Participant	Individuals Involved
A	Professor, Peer(s)
C	Professor
E	Field Supervisor
H	Field Supervisor, Faculty, Peers

Table 2

Setting of the Dilemma

Participant	Setting of the Dilemma
A	Classroom
C	Classroom
E	Practicum Site
H	Classroom, Practicum Site, Conferences

Integrative Data Results

The quantitative and qualitative data supported each other by providing further insight into the nature of the ethical dilemmas, the resolution, and the preparedness level of the student to resolve ethical dilemmas.

Conclusions

- Music therapy graduate equivalency students are experiencing ethical dilemmas during their education and/or clinical training.
- There should be a system of accountability for professors, faculty members, and supervisors who teach ethics and influence a student's ethical foundation.
- Future research could include students' demographic information, a larger population group, narrative information on perceived resolution of the dilemma, and narrative information on perceived preparedness level to resolve ethical dilemmas.