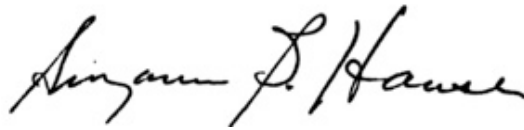


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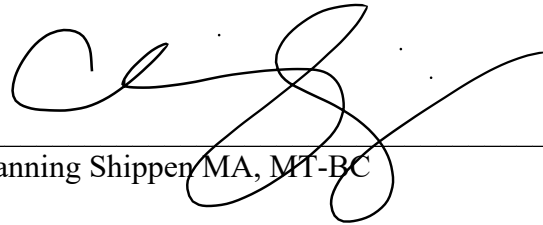
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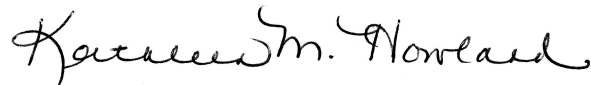
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Music Therapy and Social Media:

A Grassroots Approach to Music Therapy Advocacy via YouTube

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MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Abstract

This study considers the effect of social media networks on information dissemination and the implications of these networks on advocacy efforts in the field of music therapy. The top 10 results of a music therapy query on YouTube revealed a significant misrepresentation of the field of music therapy. Additionally, relevant music therapy videos were not easily accessible when considering the search habits of the average internet user. Therefore, this project focused on creating a response to the state of music therapy information on YouTube. Video marketing strategies were reviewed and utilized to create three educational music therapy videos that are optimized for sharing on YouTube. As a result of this process, a clear framework for a grassroots approach to music therapy advocacy on social media was developed.

Keywords: music therapy, social media, YouTube, advocacy, video marketing

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Introduction

Professional music therapy organizations have a rich history of advocacy efforts (Moore, 2015; Register, 2013). Within the context of this project, advocacy efforts maintained by professional music therapy organizations will be referred to as organizational advocacy. Currently, organizational advocacy efforts are generally focused on achieving state recognition of the music therapy profession and the Music Therapist-Board Certified credential (American Music Therapy Association [AMTA], n.d.; Moore, 2015; Register, 2013). However, the Oxford English dictionary (2015) defines advocacy as “public support for or recommendation of a particular cause or policy.” This definition expands the context of considering advocacy efforts to include the actions of individual music therapists as they advocate for the music therapy profession throughout their daily interactions with others. AMTA (n.d) makes reference to the role of individual music therapists by defining an advocate as someone “who tells a convincing story expressing a personal belief” (p. 3).

Register (2013) identifies the misconception of the field of music therapy and the qualifications of a music therapist by the general public as a barrier to advocacy efforts. She elaborates on this issue by citing the case-by-case nature of addressing misconceptions about the profession rather than through large-scale advocacy efforts. Social media networks enable individuals to share information with any number of people at the push of a button (Bakshy, Rosenn, Marlow, & Adamic, 2012) and can potentially provide a resolution to the case-by-case nature of addressing misconceptions of music therapy. The deluge and strength of ties between social media users has effectively “transformed the Internet from a platform for information, to a platform for influence” (Hanna, Rohm, & Crittenden, 2011, p. 272).

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It stands to reason that evaluating the presence of music therapy information on social media networks is essential to the correct representation of music therapy to the general public. This project takes into consideration the general behaviors of online users and the characteristics of preferred content on social media platforms to propose a grassroots approach to music therapy advocacy via YouTube culminating in the creation of three short films that address common misconceptions about the profession and are optimized for sharing on social media networks.

Literature Review

The exponential growth of social media networks has been thoroughly researched and documented (Bakshy et al., 2012; Bhattacharya, Srinivasan, & Polgreen, 2017; Gagnon & Sabus, 2015, Surani et al., 2017; Thackeray, Crookston, & West, 2013). Not only has the number of social media users increased, but also, the number of social media platforms, the frequency of interaction within social media networks, and the perceived value of social media networks by users. A longitudinal report retrieved from the Pew Research Center (Perrin, 2015) details the growth of adults using social media in the United States from 2005-2015. This report analyzes usage across multiple demographics including age and socioeconomic status. All demographics show a dramatic increase in social media usage with a cumulative growth rate from 7% usage in 2005, to 65% in 2015.

Although a vast array of social media platforms presently exists (e.g. YouTube, Facebook, LinkedIn, Instagram, etc.), YouTube and Facebook are the leaders of social media (An, 2018; Bakshy et al., 2012; Bhattacharya et al., 2017; Cha, Kwak, Rodriguez, Ahn, & Moon, 2007; Hanna et al., 2011; Vinerean, 2017). Statistics from www.internetlivestats.com, retrieved on April 5, 2019, reveal that 78,215 videos are viewed on YouTube every second. Statistics provided by www.newsroom.fb.com report that during the month of December in 2018, an

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average of 1.52 billion Facebook users interacted with their accounts and social media networks on a daily basis. These statistics alone speak to the vastness of social media networks and the global reach of information sharing within these online communities.

Companies and industries rely on the wide reach of social media to sell products and increase customer loyalty to such an extent that social media marketing plans have become a fundamental approach to marketing rather than a supplementary component (Hanna et al., 2011; Vinerean, 2017). Research suggests that traditional marketing strategies that reach the potential customer through passive broadcasting (e.g. advertisements, commercials, etc.) are no longer sufficient in driving sales and promoting consumer loyalty (Aral & Walker, 2011; Hanna, et al., 2011). Rather, marketing messages that actively engage the potential consumer generate increased word-of-mouth marketing and increased product adoption (Aral & Walker, 2011; Bakshy et al., 2012; Hanna et al., 2011; Knossenburg, Nogueira, & Chimenti, 2016; Vinerean, 2017).

Furthermore, social media users are turning to their online networks for more than a desire for social interaction (An, 2018; Bhattacharya et al., 2017; Hann et al., 2011). This observed behavior is significant to consider in relation to the healthcare community. Social media users are now turning to their online networks for recommendations regarding medical and healthcare decisions (Bhattacharya et al., 2017; Gagnon & Sabus, 2015; PricewaterhouseCooper Health Research Institute [PwC HRI], 2012; Surani et al., 2017; Thackeray et al., 2013). In a survey report provided by PwC HRI (2012), 80% of respondents between the ages of 18 and 24 cited social media as a means of sharing healthcare information and nearly 90% reported that they would trust healthcare information shared within their social networks. Although the percentages were not as high for respondents between the ages of 45 and

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64, nearly half (45%) cited that they would share healthcare information on social media. These statistics suggest that an engaging online presence is becoming an essential component of healthcare education and advocacy.

Historically, within the field of music therapy, advocacy efforts on social media platforms can be characterized as a generally grassroots movement, highly dependent on the initiative of individual music therapists (Moore, 2015). These grassroots efforts have encouraged organizational advocacy efforts on social media platforms. AMTA and the Certification Board for Music Therapists (CBMT) both have accounts on several social media platforms. However, the target audience of both of these organizations is the professional or prospective music therapist and information disseminated on their social media accounts primarily relates to the music therapy professional. Thus, there is a need for accessible materials that are optimized for sharing on social media platforms to maximize the reach and efficacy of grassroots advocacy efforts targeted to the general public.

Results from an online survey conducted by HubSpot Research (An, 2017; 2018), reveal a strong preference for video content among online users. The results also indicate that video is the most effective modality in promoting content consumption and retention in comparison to other modalities (e.g. news articles, multimedia articles, social media posts, etc.). Furthermore, a survey of online adult users (Purcell, 2015) cites rising popularity of educational videos. YouTube is a primary source for online video viewing and is the largest site for user-generated video content (An, 2018; Cha et al., 2007). Gooding and Gregory (2011) cited the use of YouTube as a platform to obtain information about music therapy. Therefore, the scope of this project focuses on assessing and responding to the accessibility of music therapy videos on YouTube.

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Rationale

There is a strong tendency for online users to only view the first page of search results yielded by a search engine query (Jansen & Spink, 2006). More recent research suggests that this behavior has narrowed to users consulting only the top ten search results (Silverstein, Marais, Henzinger, & Morica, 1999). Therefore, in assessing the accessibility of music therapy videos on YouTube, only the top ten results were analyzed. Furthermore, research indicates that online users rarely conduct search queries with numerous search terms (Jansen & Spink, 2006) and that queries with two or fewer search terms account for over 50% of search queries online (Silverstein et al., 1999). For this reason, the search terms utilized to assess the accessibility of music therapy videos on YouTube were limited to two terms resulting in a search query for “music therapy” (quotations were not used when conducting the search). The search was conducted on August 6, 2018, utilizing Chrome web browser. An incognito window was used to control for the influence of search history algorithms on search visibility.

Search results were also analyzed to determine their relevance to the field of music therapy. Resources that contained information directly related to the work of a credentialed music therapist were considered to be relevant. Resources that did not contain information directly related to the work of a credentialed music therapist were considered to be a misrepresentation of the field of music therapy. A screenshot of the top 10 search results for music therapy on YouTube is provided in Appendix A. In general, the top 10 results revealed a significant misrepresentation of the field of music therapy. Two out of ten videos were relevant to the profession. The remaining eight videos were compilations of “relaxing music” with seven of the videos mis-identifying as music therapy within their titles or descriptions.

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The results of this brief and informal analysis reveal that videos that are relevant to the field of music therapy are not easily accessible to the general public when considering the search behaviors of the average internet user. Additionally, these results reveal a significant misrepresentation of the field of music therapy on YouTube. Both of these findings are consistent with Gooding and Gregory's (2011) analysis of music therapy videos on YouTube, and further support the need for accessible and relevant resources to enhance the efficacy of grassroots advocacy efforts on social media.

Methods

Video Marketing Strategies

While the nuances of effective video marketing are beyond the scope of this project, several industry norms to maximize viewer engagement and viewer interaction were identified from various sources and compiled into a checklist that was used in the production of each educational music therapy video (see Figure 1).

<p><u>Video must meet the following criteria:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 minutes of less <input type="checkbox"/> First 10 seconds include: <ul style="list-style-type: none"> <input type="checkbox"/> Purpose of video is clearly stated <input type="checkbox"/> Auditory interest (e.g. music, opening question, sound effects, etc.) <input type="checkbox"/> Visual interest (color, movement, pictures, etc.) <input type="checkbox"/> Subtitles <input type="checkbox"/> Tags <input type="checkbox"/> Cards <input type="checkbox"/> Call to action <ul style="list-style-type: none"> <input type="checkbox"/> Like <input type="checkbox"/> Comment <input type="checkbox"/> Share <input type="checkbox"/> Subscribe <input type="checkbox"/> Watch other videos <input type="checkbox"/> Visit AMTA website <p><i>Figure 1.</i> Checklist of video marketing industry norms that were identified and utilized in the production of educational music therapy videos optimized for sharing on YouTube</p>

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Jarboe (2011), Johnson (2011), and Finney (2019) all agree that online videos should be no longer than two minutes to maximize viewer engagement. Similarly, the first 10 seconds of video content is crucial to capturing viewer engagement (Jarboe, 2011; Johnson, 2011; Read, 2017). Strategies for optimizing the first 10 seconds of video content include clearly stating the purpose of the video and using a variety of effects (e.g. music, visual, opening questions, etc.). Videos should include subtitles and comprehensive tags to optimize search engine optimization (Jarboe, 2011; Finney, 2019; Read, 2017). Subtitles not only improve search visibility, but also expand potential viewers to include those who choose not to turn on audio, are not able to turn on the audio secondary to social setting, and to individuals who have difficulty processing auditory information.

Annotations and a call-to-action should be included in video content to maximize viewer interaction (Jarboe, 2011; Everett, 2011; Finney, 2011; & Read, 2017). Annotations are small pop-up messages or windows that appear while viewing a video online that provide additional information to the viewer or prompt the viewer to perform a particular action. The latter application of annotations is related to including a call-to-action (e.g. subscribe, like, share, prompt to watch a supplementary video, etc.). Increased user interaction with online content has been shown to increase word-of-mouth marketing (Aral & Walker, 2011; Bakshy et al., 2012; Hanna et al., 2011; Knossenburg et al., 2016; Vinerean, 2017).

YouTube provides the option to add traditional annotations to video content or to add cards. Cards are similar to traditional annotations but are less intrusive to the video watching experience and can be viewed on mobile devices as well as desktop computers. For these reasons, cards were used as an alternative to traditional annotations within the context of this project.

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Video Topics

Music therapy is a robust profession with a variety of clinical approaches, theoretical orientations, advanced trainings, and clinical populations (Knight, LaGasse, & Clair, 2018). In considering the industry norms of video marketing, it became evident that videos should be concise, each focusing on a singular component of the music therapy profession. Therefore, this project focused on the creation of three videos in an effort to provide adequate information while maximizing user engagement and interaction. Identifying and responding to common misconceptions of music therapy was another integral component in the development of a grassroots approach to music therapy advocacy.

Promoting public relations and marketing the field of music therapy was one of the initial focal points of organizational advocacy and persists to present day advocacy efforts (Moore, 2015; Register, 2013). The AMTA website (www.musictherapy.org) has numerous webpages dedicated to the definition of music therapy. Clements-Cortes (2013) cites that the misconception of the music therapy profession is a contributor to burnout among music therapists. Therefore, clarification of the definition of music therapy became the first targeted outcome of this project.

Similarly, defining the qualifications of a music therapist was one of the first initiatives of organizational advocacy within the profession (Moore, 2015). The AMTA website (www.musictherapy.org) has a subsection dedicated to defining the role of a music therapist and CBMT has created a fact sheet on this topic (n.d.). Gooding & Gregory (2011) noted that none of the videos used in their analysis of YouTube music therapy videos included credentialing information. Therefore, reviewing the qualifications of a board-certified music therapist became the second targeted outcome of this project.

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AMTA has devoted numerous resources to differentiating music therapy from other music modalities in the medical setting. These resources include the creation of a fact sheet dedicated to defining music therapy in the medical setting (2006) and a press release dedicated to defining what music therapy is and is not (2014). Furthermore, the AMTA Professional Advocacy Committee (2004) prepared an overview of music modalities commonly encountered in the medical setting. In 2014, a reiteration of the differentiation of various music modalities was prepared by AMTA and the National Standards Board for Therapeutic Musicians (NSBTM). Occurrences of role conflict, in which music therapists are asked to perform musical tasks outside their scope of practice (e.g. entertainment, background music, etc.), have been cited as contributors to the phenomenon of burnout within the profession (Clements-Cortes, 2013; Kim, 2012). Therefore, differentiating music therapy from other music modalities commonly encountered in the medical setting became the third targeted outcome of this project.

Video Style

There were several considerations, both practical and strategic, that influenced the use of animation as the video style for this project. Practically, animation software makes the production of animated videos accessible to individuals with no prior experience in video production. The choice to create animated videos was cost-effective and ensured a small learning curve regarding video production so that video content could remain the focus of this project. Powtoon is a web-based animation software and was the chosen platform for this project due to the variety of available features and user-friendly interface.

Research suggests that videos that elicit positive emotions increase social contagion (Berger & Milkman, 2012; Berger & Milkman, 2013; Bhattacharya et al., 2017; Knossenburg et al., 2016). Educational videos are not inherently evocative. However, animation can elicit the

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feeling of nostalgia and leave the viewer in a positive frame of mind (Bedrina, 2018; Huber, 2018; Pinge, 2017). Additionally, video content that is presented in a novel manner can boost viewer traffic (Hanna et al., 2011; Knossenburg et al., 2016). At the time of this project, animated videos comprise the minority of all online videos and more specifically, the minority of online music therapy videos. Therefore, animated videos are intrinsically novel. Animation can also increase viewer engagement by facilitating increased attention while also providing visual clarification of complex topics (Bedrina, 2018; Huber, 2018; Pinge, 2017). For these reasons, animation provided a practical option for video production as well as a strategic option when considering the video topics and content of this project. Careful consideration of the strategic and practical components of various video styles was another crucial element to the development of a grassroots approach to music therapy advocacy on social media.

Results

Advocacy Approach

Throughout the course of this project, a clear approach to grassroots music therapy advocacy efforts on social media became evident. This approach was applied to the creation of videos that are optimized for sharing on YouTube but could be generalized to the creation of various forms of online content (e.g. infographics, testimonials, etc.) that are optimized for sharing on different social media platforms (e.g. Facebook, Twitter, etc.). No matter what social media platform or type of online content is chosen, it is imperative to maintain professional integrity online and to adhere to the AMTA Code of Ethics (2015).

Identify a music therapy need. The music therapy needs identified within the context of this project were common misconceptions of the profession cited within the music therapy literature. However, a music therapy need could be a response to a misrepresentation or

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misconception of the field encountered on social media or through daily interaction with non-music therapists. A music therapy need could also be increasing awareness of the work of credentialed music therapists and the populations who can benefit from music therapy. It is highly recommended to reference music therapy literature in the production of advocacy materials to ensure professional quality and integrity.

Choose type of online content. When choosing what type of online content to utilize, it is important to consider both practical and strategic components. Practical components include considerations such as the cost of production and the accessibility of production needs (e.g. recording equipment, editing software, graphic design skills, etc.). Strategic components include consideration of the target audience, the intended platform for social media sharing, and which type of online content is most prevalent on the intended platform and would most effectively communicate the music therapy need.

Within the context of this project, educational video was chosen as the type of online content best suited for communicating the identified misconceptions of the profession. Behaviors of the average online consumer contributed to the decision to create video content as well as the current accessibility of relevant music therapy videos identified within the top 10 search results generated on YouTube from a music therapy query. YouTube was chosen as the intended platform for sharing because it is one of the largest networks for sharing video content online.

Identify and incorporate industry norms. This project identified video marketing industry norms to inform video production of educational music therapy materials. These industry norms are specific to video marketing and sharing on YouTube. Other social media platforms as well as other types of online content may have different industry norms. It is important to identify and apply the industry norms relevant to the chosen platform and type of content when producing

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music therapy advocacy materials to share on social media. Universally, comprehensive tags improve search visibility of online content.

Video Production

This project resulted in the creation of three educational videos, each with a distinct targeted outcome and adhering to the identified industry norms of video marketing. A YouTube channel, Music Therapy Hub (<https://www.youtube.com/channel/UCV1R4W4K8dcqDMI8OF-XmnA>), was created to host the videos. Table 1 provides an overview of each video, its targeted outcome, literature referenced in the creation of the video, a summary of the description, and total time of the video. On YouTube, each description also includes links to the videos that are featured in the cards applied throughout the video and the citation information for the music therapy literature referenced to create the video. Storyboarding for each video is provided in Appendix B which also reviews the tags and cards that were applied to each video.

Table 1

Overview of Resultant Educational Music Therapy Videos

Video Title	Targeted Outcome	Literature Referenced	Description	Length
What is Music Therapy?	Clarify the definition of music therapy	AMTA, 2014 Hanser, 1999 Knight et al., 2018 Wheeler, 2015 www.musictherapy.org/about/musictherapy/	Get a snapshot of the profession of music therapy. What is music therapy? Who can benefit? Why is it effective? How it works? These are just a few of the questions reviewed in this video.	1:59
What Qualifies a Music Therapist?	Review the qualifications of a board-certified music therapist	CBMT, 2011 Hanser, 1999 Knight et al., 2018 Wheeler, 2015 www.musictherapy.org/about/therapists/	This video gives a snapshot of what it means to be a music therapist. Learn what differentiates a music therapist from other music professionals and why the training and credentials of a music therapist are important for safe and effective treatment.	1:44
Is That Music Therapy? Music and Medicine	Differentiate music therapy from other music modalities in the medical setting	Allen, 2013 AMTA, 2006 AMTA, 2014 AMTA & NSBTM, 2014 AMTA Professional Advocacy Committee, 2004	Many music therapists work in hospitals. Get a snapshot into the work of a medical music therapist and learn how credentialed music therapists differ from other music professionals commonly encountered in the medical setting.	1:50

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Video View Data

Although attempts were made to optimize the videos created as a result of this project, to maximize search visibility on YouTube, these attempts alone were not strong enough to significantly affect the algorithms used to determine search visibility. This became evident when an incognito window was used to search for “music therapy” on YouTube and the videos of interest to this project did not attain high search visibility.

Research suggests that sharing online content that is highly relevant to a specific user or group can significantly increase the recommendation and popularity of niche online content (Nie, Zhang, & Liu, 2014). In general, music has global popularity. However, the current awareness of the profession of music therapy on a global scale is more appropriately characterized as a niche interest. Facebook hosts a variety of music therapy groups and serves as a potential platform for boosting visibility of the videos created throughout this project by reaching special interest groups. Therefore, the YouTube link for the video, “What is Music Therapy?” was shared to a closed Facebook group for a local music therapy organization and served as a test-market population for video traction and popularity.

Near-future popularity of online content can be predicted based on the first 2 days of view data (Cha et al., 2007). Therefore, a snapshot of viewer interaction data was collected within the first 48 hours of online publication to determine the popularity of the videos that resulted from this project. Within the first 48 hours of publication within the local music therapy Facebook group, the YouTube link was shared several times. Since the original post was made in a closed group, it is difficult to track shares. However, it is important to note that users who shared the link had to invest more effort by copying the URL and creating a new post to share the link rather than having the option to simply press a “share” button. YouTube Analytics reveal

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an increase in channel subscribers (+8) and total views (+408) during this time frame. Comments made on this post were all positive in nature and included several requests for a native upload to Facebook of the video content.

In response to the feedback received within the local music therapy Facebook group, the video was uploaded natively to Facebook through a personal account and shared to the Facebook group, “Music Therapists Unite!” This group is designed to consist of credentialed music therapists, music therapy interns, and music therapy students. At the time of this project, this group has the largest member-base on Facebook and was therefore chosen as a secondary test market. Within the first 48 hours of publication, the Facebook video generated over 20,000 views and 1,000 shares. While a majority of public shares were made to personal accounts, many music therapy businesses shared the video as well. Additionally, several music therapy student associations, university music departments, and non-profit organizations shared the video. The video was also shared internationally through personal and organizational accounts. The video also generated significant user interaction via comments and reactions, all of which were positive in nature. YouTube Analytics revealed a high click-through rate from the Facebook video to the Music Therapy Hub YouTube channel with an increase in both channel subscribers (+57) and total views (+409).

Overall, the videos that resulted from this project were received by the online music therapy community and the general public with high regard. High levels of user engagement and interaction were noted during the first 48 hours of online publication. By making the “what Is Music Therapy?” video accessible to the online music therapy community via Facebook, advocacy for the profession was exponentially multiplied. The proactive response to the video by

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the online music therapy community illustrates a need and desire for these types of resources and highlights the strength of grassroots advocacy efforts on social media platforms.

Discussion

Interpretation and Future Directions

Preliminary data collected within the first 48 hours of online publication indicate high viewer interaction and engagement. The data support both a need and a desire for music therapy resources that are optimized for social media. Furthermore, the data support the validity of using Facebook as a means to reach niche interest groups to promote information dissemination by highlighting the grassroots nature of music therapy advocacy via social media. The response to the “What Is Music Therapy?” video among Facebook users, in addition to the click-through rate from the Facebook post to YouTube that resulted in channel subscriptions, supports the future creation of a Music Therapy Hub Facebook page. A landing page would allow for additional resources to be uploaded directly to the Music Therapy Hub page rather than through a personal account. A landing page would also enable more thorough data collection regarding user engagement and interaction of music therapy content shared through the proposed Music Therapy Hub page.

Presently, YouTube Analytics could be used to collect additional channel data that could further support the efficacy of the proposed grassroots approach to music therapy advocacy on social media. These data could include measures such as total watch time (minutes), average view duration, total number of views, and total number of subscribers. Similar data could be collected for each independent video to provide a more in-depth analysis of user engagement and interaction. Additionally, descriptive analysis could be applied to user comments to determine

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user attitudes towards the videos and could potentially provide insight to the overall influence of the videos.

Social media influencers can be described as individuals “who have a large base of followers” (Vinrean, 2017, p. 33) and have a strong capacity to spread online content (Bakshy et al., 2012). Encouraging music therapy influencers (e.g. AMTA, CBMT, popular music therapy bloggers, etc.) to share the videos created by this project on their social media accounts could dramatically increase viewer engagement and interaction throughout special interest groups and the general public. This encouragement has the potential to contribute to the continuation of the historically grassroots approach to music therapy advocacy on social media.

The preliminary data of online user engagement and interaction, in conjunction with the international shares received via Facebook, suggest a need for subtitles in various languages to be applied to the existing videos to expand viewership. The data also suggest a desire for additional videos that could be created following the same grassroots approach utilized throughout this project to identify and address common misconceptions about music therapy.

Limitations

As video production progressed throughout this project, the Powtoon platform proved to have limited resources available that are related to the profession of music therapy (e.g. instruments, ability to manipulate characters to play instruments, etc.). It became necessary to import images from external sources. To keep production cost at a minimum, only images in the public domain were used which limited access to images that were stylistic congruent with the overall style of each video. Some of the images featured in the videos had to be hand drawn. Powtoon may not be the ideal platform for creating music therapy educational videos in future endeavors.

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The exploration and implementation of the intricacies and nuances of video marketing and social media marketing were beyond the scope of this project. It is likely that opportunities for search engine optimization and increased word-of-mouth marketing were missed with the proposed approach. The promotion of a grassroots approach to music therapy advocacy on social media inherently suggests that the advocate would have expertise in the field of music therapy rather than in marketing. However, future collaboration with a marketing expert could provide invaluable insight to refining and maximizing the efficacy of music therapy advocacy efforts on social media.

This project only focused on the use of YouTube as a means of promoting the profession of music therapy. Although Facebook proved to be a highly influential platform for driving traffic to YouTube, the native Facebook video resulted in the most viewer interaction and engagement suggesting that Facebook may be a preferred platform for future music therapy advocacy efforts on social media. Assessing the nuances of video marketing on Facebook as well as the influence of social media networks made up of numerous platforms (e.g. Twitter, Instagram, etc.) were beyond the scope of this project.

Call-to-Action

The videos created as a result of this project have the potential to clarify misrepresentations and misperceptions of the field of music therapy. However, as evidenced by the traction of the “What is Music Therapy?” video posted on Facebook, it is the strength of grassroots efforts online that influence the dissemination of relevant music therapy resources. Advocates for the music therapy profession should be engaging and interacting with online content and encouraging others within their social networks to do the same by viewing, reacting to, commenting on, and sharing relevant music therapy resources.

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Additionally, the proposed advocacy approach has the potential to inform future endeavors related to creating educational music therapy content that is optimized for social media. By following the advocacy approach developed through this project, individuals have a guideline for creating effective and relevant resources that can inform the general public about the profession of music therapy. This project illustrates that online music therapy community is primed and ready for resources that are optimized for social media. The time to act is now.

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MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Appendix A

Screenshot of Top 10 Search Result on YouTube



Beautiful Relaxing Music LIVE 24/7: Music for Stress Relief. Meditation Music. Spa music

Meditation Relax Music 849 watching

Meditation Relax Music Channel presents a Relaxing Music LIVE 24/7 with beautiful nature and calm Music for Meditation, deep ...

LIVE NOW



Relaxing Music for Stress Relief. Soothing Music for Meditation, Healing Therapy, Spa, Sleep

Meditation Relax Music 28K views • 1 day ago

Meditation Relax Music Channel presents a Relaxing Music Video with beautiful nature and calm Music for Meditation, deep ...

New



Relaxing Music for Stress Relief. Soothing Music for Meditation, Healing Therapy, Sleep, Spa

Meditation Relax Music 2.2M views • 2 months ago

Meditation Relax Music Channel presents a Relaxing Music Video with beautiful nature and calm Music for Meditation, deep ...



What is Music Therapy?

Kalani Music • 53K views • 2 years ago

Most people think that music therapy involves crystal bowls and incense. Find out what it really is. Connect with kalani at ...



Relaxing Music for Stress Relief. Calm Celtic Music for Meditation, Healing Therapy, Sleep, Yoga

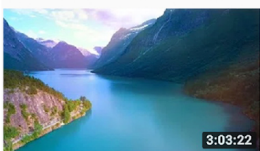
Meditation Relax Music 721K views • 3 weeks ago

Meditation Relax Music Channel presents a Relaxing Music Video with Amazing nature and Ambient Celtic Music for Meditation, ...



Mozart Healing Music Relaxing Music Therapy

popon heiva • 423K views • 4 years ago



Absolutely Stunning Nature! Relaxing Music for Stress Relief. Calm Healing Music. Music Therapy

Meditation Relax Music 7M views • 11 months ago

Meditation Relax Music Channel presents Stunning Music Video with Calm Healing Music for Zen Meditation, Concentration and ...



Why I Want to Change the World with Music Therapy | Erin Seibert | TEDxUSFSP

TEDx Talks 67K views • 2 years ago

Erin Seibert describes the profession of music therapy in detail and how it deserves to be a household name within the world of ...



Beautiful Relaxing Music 24/7: Study Music, Sleep Music, Meditation Music, Sleeping Music

Soothing Relaxation 1.8K watching

Beautiful relaxing music 24/7 featuring instrumental music by me, Peder B. Helland. This music can be used as sleep music, study ...

LIVE NOW



Music Therapy: Healing Music Sound Therapy for Relax, Chakra Balancing and Well Being

BuddhaTribe - Relaxation Bar Music Vibe 54K views • 4 years ago

Find this Peaceful and Calming Music on iTunes 'Ambient Music Therapy: Healing Music Sound Therapy for Relax and Chakra ...

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Appendix B

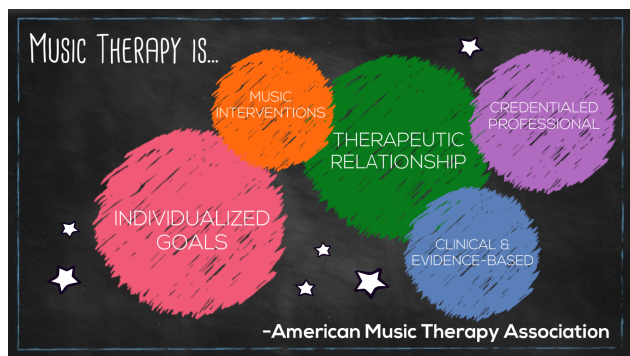
Video Storyboards

What is Music Therapy?

Tags. what is music therapy, music therapy, music,therapy, musical therapy, music as therapy, music in therapy, music therapist, musical therapist, mt-bc, mtbc, american music therapy association, amta, certification board for music therapists, cbmt, therapeutic music, music medicine, expressive arts therapy, creative arts therapy, music and parkinson's, music and dementia, music and medicine, music in hospitals, mental health, music and pain, music and nicu, music and autism



Voiceover: Music therapy has been an established healthcare profession since 1950.



Voiceover: It is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credential professional. So, what does that mean? What do music therapists actually do?



Voiceover: Music is used within a therapeutic relationship to address the various strengths and needs of individuals. Functional outcomes may include movement, developmental, mood management, communication, or behavioral goals.

Card URL:

http://www.youtube.com/channel/UCz5_7Os9ThMqxmXdb_HuU3A

Custom Message: Music Therapy Tales

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE



Teaser Text: Find testimonials here!

Voiceover: After thorough assessment of each client, the music therapist provides the indicated treatment including creating, singing, moving to, and listening to music.

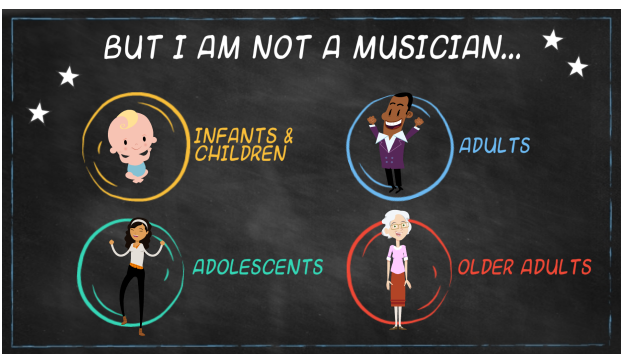
Card URL:

<http://www.youtube.com/watch?v=a1xiG29UMOA>

Custom Message: Nordoff-Robbins MT in action

Teaser Text: See a session!

Voiceover: Now, you may be thinking, “I can’t do music therapy, I’m not a musician.” But music therapy can be appropriate for individuals of all ages ranging from infants as young as those in the NICU, to children, adolescents, adults, and older adults.



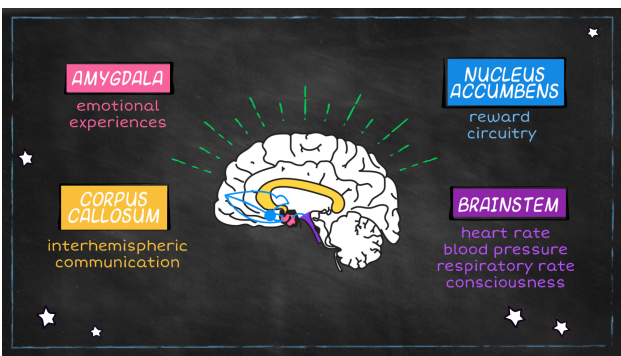
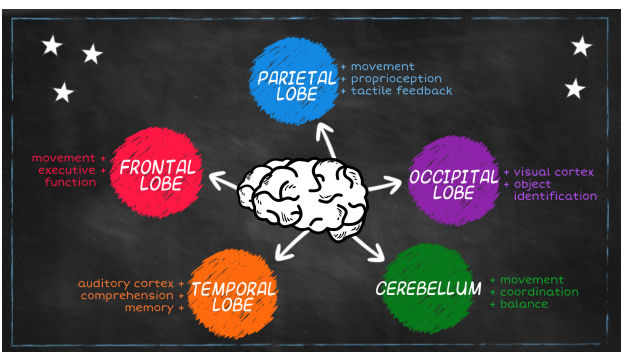
Card URL:

<http://www.youtube.com/watch?v=bwKCK3W-96E>

Custom Message: *none*

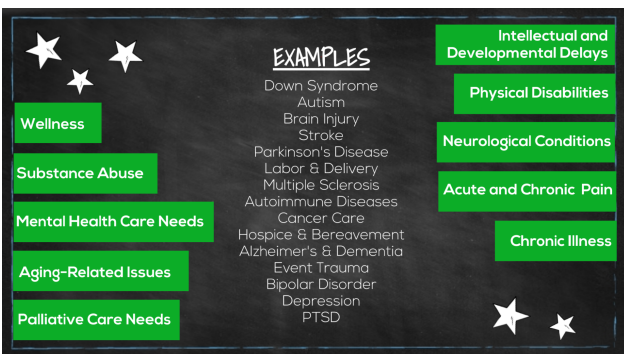
Teaser Text: NICU music therapy in action

Voiceover: One of the reasons music therapy can be so effective for so many different populations is because music experiences engage numerous centers in the brain including those associated with movement and coordination, executive function, language, and sensory integration.



Voiceover: Music also activates several other structures in the brain that are associated with emotional experiences, communication between the left and right hemispheres, the reward circuitry, and basic body functions. This whole brain experience contributes to the potential benefit of music therapy treatment for a variety of individuals.

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE



Card URL:

<http://www.youtube.com/watch?v=jbTrbySS3fU>

Custom Message: *none*

Teaser Text: MT, emotions, and grief

Voiceover: Some of these individuals may be living with autism, brain injury, Parkinson's disease, or might be part of a support group. Music therapy can also be effective for community building.

Card URL:

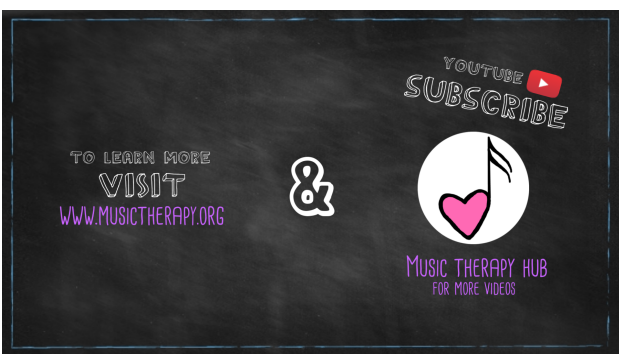
<http://www.youtube.com/watch?v=1Cjdd1yTdOo>

Custom Message: *none*

Teaser Text: Community MT in action

Voiceover: To learn more visit

www.musictherapy.org.



What Qualifies a Music Therapist?

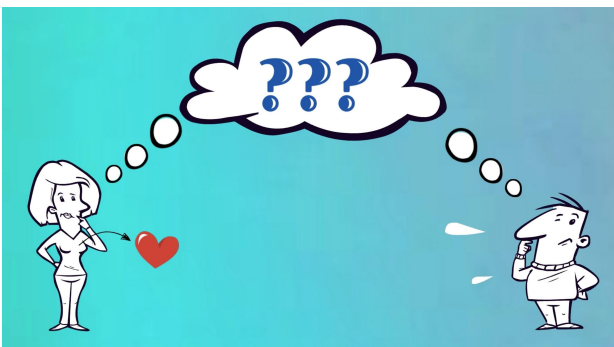
Tags. what is music therapy, music therapy, music, therapy, musical therapy, music as therapy, music in therapy, music therapist, musical therapist, mt-bc, mtbc, american music therapy association, amta, certification board for music therapists, cbmt, therapeutic music, music medicine, expressive arts therapy, creative arts therapy, music and autism, music and parkinson's, music and dementia, what is a music therapist, who are music therapists, how to become a music therapist

Voiceover: Music therapists carry the credential MT-BC...

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: which stands for, “Music Therapist-Board Certified.”

Voiceover: Music therapists are allied healthcare professionals who use music within a therapeutic relationship to address physical, psychological, cognitive, and social needs of individuals.



Voiceover: Now, you might be thinking, “How is a music therapist different from say, a music teacher or a music volunteer?” Well, music can be powerful. It can even affect someone’s heart rate or respiratory rate.

Card URL:

<http://www.youtube.com/watch?v=4qjx2BrrQJg>

Custom Message: *none*

Teaser Text: See these effects in NICU MT

Voiceover: Songs you love can evoke potent memories that can make you feel joy, or in some situations...

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: can bring up difficult and painful emotions.

Voiceover: Music therapists are trained to help an individual cope with and process these responses.

Card URL:

<http://www.youtube.com/watch?v=IWQnTUunhuY>

Custom Message: *none*

Teaser Text: Music and emotion - TEDx talk

Voiceover: Music provides unique sensory experience that can be overstimulating and stressful for some populations.

Voiceover: Music therapists are specially trained to identify and adapt to the cues of individuals so that music can be used in the safest and most effective manner for the client.

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: In the U.S., music therapists must earn a degree in music therapy from an AMTA-approved program. They must complete at least 1,200 hours of clinical fieldwork and they must successfully pass a national examination.

Card URL:

<http://www.youtube.com/watch?v=47-90fPyQa8&t=645>

Custom Message: *none*

Teaser Text: MT can change the world - TEDx

Voiceover: Music therapists engage in active assessment, treatment planning, and evaluation for each individual receiving services. Within the treatment plan, music therapists create therapy goals and document progress towards these goals during each session.

Card URL:

<http://www.youtube.com/watch?v=ciubgEkE1i4>

Custom Message: *none*

Teaser Text: See a session here!

Voiceover: Music therapy is evidence-based. Credentialed music therapists can provide valuable documentation that can contribute to reimbursement of services for some clients and in some clinical settings.

Card URL:

<https://www.youtube.com/watch?v=vmTYpvE4oMU>

Custom Message: *none*

Teaser Text: What is MT? click here!

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: Everyone can use music, but music therapists apply music to facilitate specific positive outcomes. To learn more, visit www.musictherapy.org.

Is that Music Therapy? *Music and Medicine*

Tags. music therapy, music, therapy, musical therapy, music as therapy, music in therapy, music therapist, musical therapist, mtbc, american music therapy association, certification board for music therapists, therapeutic music, music medicine, expressive arts therapy, creative arts therapy, music and medicine, music in hospitals, music and pain, music and nicu, procedural support, musicians on call, music volunteer, music practitioner, clinical musician, music thanatology

Voiceover: Music is being used more and more in the medical setting which leads to the question, “Is that music therapy?”

Voiceover: Pre-recorded music is oftentimes played in waiting areas to decrease stress and improve ambience. This is music medicine.

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: Sometime live music is used and that's the work of a music practitioner, clinical musician, or music volunteer.

Voiceover: Bedside musicians are often times provided by an organization called, "Musicians on Call." Listening libraries are popular as well and can be played by a nurse or family member. Although this is therapeutic, it's not music therapy.

Voiceover: Harp players are also at hospitals and sometimes specialize in music for comfort at the end of life. This is music thanatology.

Voiceover: So, what makes music therapy unique? Music therapy goes beyond creating healing sound. Music therapists establish a therapeutic relationship built on music interaction with patients. They're active members of the treatment team and they create individualized goals for each session.

Card URL:

<http://www.youtube.com/watch?v=KNuT3x4KJsY>

Custom Message: *none*

Teaser Text: See how interactive MT is here

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE



Voiceover: Music therapists can also co-treat with other medical professionals.

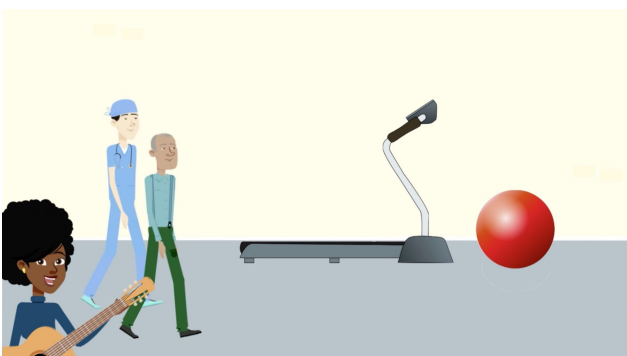
Voiceover: They can work with doctors or nurses to provide procedural support that can help patients of all ages by decreasing pain and anxiety.

Card URL:

<http://www.youtube.com/watch?v=lk0Wzxm2AXc>

Custom Message: *none*

Teaser Text: See an example here!



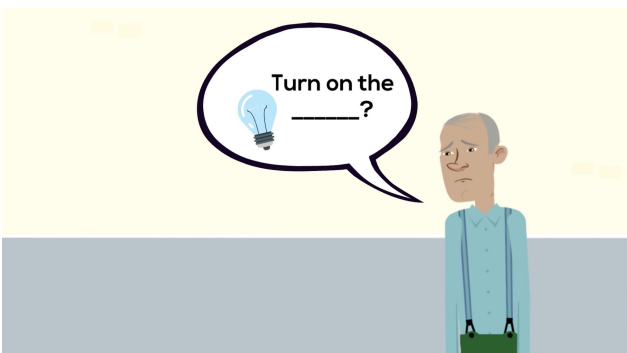
Voiceover: A music therapist may work with a physical therapist to provide gait-normalizing rhythmic stimulation...

Card URL:

<http://www.youtube.com/watch?v=fbDKHGg9upQ>

Custom Message: *none*

Teaser Text: MT can improve walking



Voiceover: or with a speech therapist...

MUSIC THERAPY AND SOCIAL MEDIA ADVOCACY VIA YOUTUBE

Voiceover: to improve word finding and speech fluidity.

Card URL:

<http://www.youtube.com/watch?v=veEdqTZqHT0>

Custom Message: *none*

Teaser Text: Can't speak? Sing instead!

Voiceover: Music therapists can also lead support groups and can facilitate music groups with targeted therapy goals.

Card URL:

<http://www.youtube.com/watch?v=PxyNI6qFxs>

Custom Message: *none*

Teaser Text: Check out the Stroke MT group

Voiceover: Some of these groups can promote community reintegration and continuum of care such as communication choirs for individuals with speech deficits or cancer survivorship choirs.

Voiceover: To learn more about music therapy, visit www.musictherapy.org. Don't forget to subscribe to Music Therapy Hub for more videos.