

INTERPROFESSIONAL EDUCATION

“Group drum helps placement working”: Unpacking the value of DRUMBEAT for interprofessional group learning during practice placement

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Abstract

Introduction: Interprofessional education enables allied health students to learn with, from and about each other, equipping them with the skills, values and knowledge to work collaboratively in teams and with service users. DRUMBEAT, a groupwork program, was applied as a creative tool and implemented to empower learners with knowledge and skills not consistently addressed in traditional allied health education. This paper will explore the value of using DRUMBEAT during practice placement through gaining the perspectives of allied health students and the intentions, perceptions and experiences of allied health academic facilitators.

Methods: This multiple-methods qualitative inquiry used student end-of-program feedback surveys (n = 73) and academic semi-structured interviews (n = 3). Data was thematically analysed.

Results: Implementing DRUMBEAT had value for students. Benefits included skill development, deeper self-reflection and self-awareness, a sense of safety, an opportunity for selfcare and shifting perspectives. DRUMBEAT also provided students with a fun escape from the stresses of placement; it became an opportunity for creative expression, fostering wellbeing and mindfulness. The academics valued DRUMBEAT for the neurobiological benefits of rhythm, its opportunity for experiential learning combined with social and emotional growth and the enjoyment of the program. Connecting and learning together allowed for holistic relationships with students and the provision of more individualised support.

Conclusions: DRUMBEAT has value for interprofessional group learning. Introducing a creative psycho-educational groupwork program, such as DRUMBEAT, supports students’ personal and professional growth and has the potential for enhancing learning

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and wellbeing. These are skills necessary for mindful collaboration and reflective practice, which are known to enhance quality experiences and outcomes for service users.

Keywords: interprofessional learning; embodied pedagogy; groupwork; work integrated learning; fieldwork education

Introduction

Group supervision and other groupwork learning activities, whether general or interprofessionally targeted, enable student health professionals to learn with, from and about each other and promote effective communication and teamwork (WHO, 2010). “As healthcare continues to strive for optimal patient care, interprofessional education must be a top priority within [university] curriculum. Interprofessional education aligns with [the World Health Organisation’s] requirements and serves as a starting point to enhance patient outcomes by fostering development of better practitioners” (Page et al., 2021). Traditionally, learning is discipline-focused and based on reason and logic (Lahad, 2000). Implementing creative methods of learning within an interprofessional environment helps guide students to a greater depth of understanding and self-awareness by empowering them to connect with their intuition and imagination while working together to share and reshape their perspective (Bernard & Goodyear, 2004; Bowman & Boone, 1998). The pedagogy of embodiment aligns with creative groupwork learning practice as it engages the mind and body in knowledge acquisition (Nguyen & Larson, 2015). Sensory experiences, group interactions and engagement with the environment and social contexts empower learners to generate meaning (Creswell, 2009). These are critical elements for learning, which may be left unaddressed by the more traditional education strategies. Use of creative interprofessional learning (IPL) strategies may, therefore, effectively equip health professionals with the skills, values and knowledge to work collaboratively in teams to ensure the best outcomes for service users (Brown et al., 2021).

The Broken Hill University Department of Rural Health (BHUDRH) in remote NSW, Australia, uses IPL strategies with all their health students to broaden perspectives and encourage creative learning and critical thinking (Bolte et al., 2012). The provision of creative learning and critical thinking through IPL is anticipated to influence workforce readiness by preparing students for interprofessional practice. In 2018, the BHUDRH allied health academics introduced the DRUMBEAT program as a groupwork learning tool with occupational therapy (OT), social work (SW) and speech pathology (SP) students on placement in Broken Hill. Together, they introduced DRUMBEAT as an interprofessional learning space to creatively explore elements of clinical practice and professional development; the program has been delivered for all placements since.

DRUMBEAT (Discovering Relationships Using Music, Beliefs, Emotions, Attitudes & Thoughts) is a structured psycho-educational groupwork program developed by Holyoake (2020)—a non-government organisation in Western Australia. The aim of the program is to support social connection and the development of knowledge and skills needed for

healthy relationships with oneself, others and the world around us. This is done through 8–10 sessions covering six topics (the rhythm of life, relationships, harmony, community and identity, feelings and emotions, and teamwork) and incorporating five elements (drumming and rhythm activities (using djembe drums), improvisation, discussions, games and a performance) (Table 1). “Analogies are used to draw links between the experience of drumming and interactions within the group, to life and relationships outside of it” (Faulkner et al., 2010; Wright et al., 2021).

Table 1

DRUMBEAT Program Components

Session	Topics	Program Elements*
1	Rhythm of life	Drumming <ul style="list-style-type: none"> • Learning four core rhythms <ul style="list-style-type: none"> - Promotes increased levels of focus - Promotes concentration and teamwork skills
2	Relationships	Improvisation <ul style="list-style-type: none"> • Opportunities for creativity <ul style="list-style-type: none"> - Promotes creativity and rhythm - Promotes self-efficacy and problem solving
3	Harmony	Discussion related to session topics <ul style="list-style-type: none"> • Sharing experiences and self-reflection while exploring analogies between rhythm and life <ul style="list-style-type: none"> - Promotes personal insight and growth
4	Community and identity	Rhythm games and activities <ul style="list-style-type: none"> • Games-based learning that is fun and engaging and increases discussion on social themes <ul style="list-style-type: none"> - Promotes fun whilst practising social skills
5	Feelings and emotions	Performance <ul style="list-style-type: none"> • Opportunities to share the program with a wider audience for recognition of achievements <ul style="list-style-type: none"> - Promotes creativity and creative problem solving
6	Teamwork	
7–10	Review and performance practice	

DRUMBEAT (Discovering Relationships Using Music, Beliefs, Emotions, Attitudes & Thoughts)

* Holyoake (2020). *DRUMBEAT facilitator manual* (Edition 14). Victoria Park.

BHUDRH offers long practice placements (ranging from 8–20 weeks for these health disciplines), making this DRUMBEAT interprofessional group learning program possible. DRUMBEAT has not been used before as an interprofessional group learning tool for practice placement students, and these findings will inform the continuing use

and future application of DRUMBEAT within BHUDRH and could inform use for other interprofessional education settings. BHUDRH DRUMBEAT group sessions were facilitated by local BHUDRH academics and held weekly for approximately 1 hour at a time when all students across the three disciplines were available. Students were from multiple disciplines at different stages of their studies, and DRUMBEAT was one program within a series of interprofessional education programs and workshops provided through BHUDRH. DRUMBEAT participation was at the discretion of the academic from each discipline. While it was required for the SP students, the SW and OT students were invited to attend the first session to enable an informed choice about continued participation.

Aims

This study explored the perspectives of BHUDRH allied health students and assessed allied health academics' intention, perception and experiences of utilising DRUMBEAT for interprofessional group learning and the value they placed on this program.

Methods

Study design

This was a multiple-methods general qualitative inquiry to assess the perceived value of DRUMBEAT for group learning from the perspectives of participating students and the academic facilitators at BHUDRH. Responses from the open-ended items of routinely collected student feedback surveys for all eight of the DRUMBEAT cohorts between July 2018 and June 2020 were used. Completion of these DRUMBEAT program surveys was voluntary, and responses were anonymous. All completed surveys were eligible for inclusion in the analysis.

In addition, semi-structured interviews were conducted with BHUDRH SP, OT and SW academics who facilitated DRUMBEAT; these academics are also practice placement supervisors. The student feedback data captured their experience as participants, while the academic interviews captured their rationale for introducing DRUMBEAT and their perceptions of the student experience as well as reflection on their own experiences facilitating DRUMBEAT.

This study was approved by The University of Sydney Human Research Ethics Committee [2020/723].

Data collection

A waiver of consent was granted to analyse all completed routinely collected student surveys (Box 1) for eight consecutive DRUMBEAT cohorts. Student data was allowed to be included on the condition that no direct student quotes would be used in any publication.

Box 1*Allied Health Student DRUMBEAT Interprofessional Learning Feedback Survey Open-Response Questions*

1. What led to feeling comfortable talking in the group?
2. Did you have fun?
3. Would you recommend DRUMBEAT to other allied health students?
4. What do you think of DRUMBEAT? Why?
5. What have you gained from participation? Can you give an explanation?
6. Were the topics discussed of relevance to your student experience? In what ways?
7. Have you used aspects of DRUMBEAT in your practice while on placement? If so, please describe?
8. Do you feel DRUMBEAT is of relevance to your future allied health practice? Please explain?
9. What would you want future allied health students to know about DRUMBEAT?

All three academics were invited and provided informed consent to participate. Their perspectives were explored through face-to-face semi-structured interviews (Box 2), which were audio recorded by ES and transcribed verbatim by GH. Due to the identifiable nature of the BHUDRH allied health academic team, direct academic quotes are presented in italics and de-identified so that none are individually identifiable.

Box 2*DRUMBEAT for Group Learning: Academic Interview Questions*

1. What is group supervision?
2. What is DRUMBEAT? [Its main intention is for therapy]
3. Why did you choose to introduce DRUMBEAT to the allied health student placement program?
4. Talk me through DRUMBEAT for interprofessional student learning.
5. What does DRUMBEAT provide for students on placement?
6. What do you get out of DRUMBEAT for interprofessional student learning?
7. Is there anything else you would like to add?

Data analysis

Qualitative data from the student surveys and academic interviews were coded and categorised. The research team consisted of “insider” and “outsider” researchers (Dwyer & Buckle, 2009). The allied health academic members of the research team provided insight, rigour and triangulation at each stage of the analysis to ensure agreement and capture findings from their insider perspective. This was achieved through individual review and coding of data (other than their own interview transcript), followed by collective analysis through regular meetings; all were blinded to student disciplines

Skill development

DRUMBEAT was perceived to support the development of the students' personal and professional skills and knowledge. The interactive space, drumming, use of analogies and open discussions helped students to reach new levels of understanding and gain additional insights into the way they and others see the world. Mastering a new skill, such as performing a rhythm on the drum, became a personal accomplishment that also supported their motor skill development and coordination.

DRUMBEAT sessions were also seen to have a positive impact on professional skill development, including communication skills needed to work as part of a team. Forming connections with other students and academics in an interprofessional space allowed students to practise and develop their skills and build confidence in working as a team.

Skills modelled by the academic facilitators led to the students using the drums in discipline-specific practices while on placement and were deemed relevant to their future employment. This included using elements of the program, such as the drumming activities or analogies, to facilitate discussions with service users about sensitive topics or to build rapport and understand their thoughts, feelings and experiences.

Self-reflection and awareness of self and others

Drumming became a way for students to express themselves nonverbally, while exploring or discussing sensitive topics. This supported personal self-reflection and enhanced their understanding and insight of their own lived experiences. Listening to others communicate verbally and through drumming helped them develop nonjudgmental and respectful consideration of the experiences and perspectives of others. This supports recognition of everyone as human beings, and this awareness brings to light the overlapping nature of our personal and professional selves. With all of this, they reported that their self-confidence and self-worth was enhanced through recognising their personal strengths.

Sense of safety

A sense of safety was a critical component of the DRUMBEAT group learning sessions for the students. The DRUMBEAT space was welcoming, trusting, inclusive and nonjudgmental, with students and academics showing mutual respect. This sense of safety was also attributed to the collaborative setting of guidelines in the first session, as per the program's requirements. The supportive nature of the DRUMBEAT sessions aligned with the premise that there were no wrong answers, so students felt comfortable to be honest and open about their thoughts and feelings and to express their creative selves. The DRUMBEAT sessions were opportunities for students to explore their placement and broader life experiences and to have them normalised. This mutual support enhanced a sense of belonging, resulting in opportunities to establish friendships with their student colleagues that went beyond the placement and the boundaries of their

health disciplines. Students felt they were valued members of a team, drumming and learning about themselves and one another.

Opportunity for selfcare

Selfcare in DRUMBEAT included the opportunity to unwind and de-stress. The music and rhythm were seen as tools for mindfulness and relaxation, enhancing the students' sense of wellbeing, but more than that, DRUMBEAT was seen as fun. It became an enjoyable part of the week, a feel-good session using movement and rhythm to get the brain and body working at the start of the day. DRUMBEAT was a time when students felt they could take their mind off their placement tasks and connect, have fun and laugh together.

Shifting perspectives

While being a novel and fun experience during their practice placement, DRUMBEAT was initially considered by some as a waste of time or something extra in an already busy placement schedule. At first, the personal and professional benefits were not always evident and the link to their placement seemed tenuous. Student responses indicated that these perspectives were a result of limited knowledge of the program at the outset.

Some students were intimidated or struggled with the DRUMBEAT activities and topics. Reasons for hesitancy included perceived poor motor coordination, uncertainty with a program that was novel and feeling uncomfortable in the presence of their academic supervisor as the facilitator. However, at some point in the program, students moved away from their initial doubts and reservations. Attributes of open mindedness and perseverance within the first sessions, and a "giving-it-a-go" attitude, shifted student perspectives from scepticism to appreciation. By the end, most indicated that they loved their DRUMBEAT experience.

Academics

All three allied health academics participated in the individual interviews (1 = OT, 1 = SW, 1 = SP). A word cloud of the top five words from their interviews summed up their perspective, "group drum helps placement working" (Figure 2). Further analysis identified four themes: "experiential learning", "social and emotional growth", "enjoyment" and "neurobiology of rhythm".

Figure 2

Word Cloud of the Top Five Frequently Used Words from the Academic Interviews



Experiential learning

DRUMBEAT provided a unique opportunity for safe participation in a group program and allowed academics to personally connect with each of the allied health students while on placement. DRUMBEAT was also perceived to support students to work together and learn from each other's strengths and values, giving them new insights and knowledge to transfer into their clinical practice. Similarly, academic collaboration and co-facilitation of the program enabled the academics to learn from each other, enhancing their professional skills and knowledge:

There's that kind of intangible, hard to define element around DRUMBEAT that just feels fundamentally different in terms of the level of relationship that you develop through that program; it feels much less academic/student kind of that hierarchy stuff.

The unique nature of the rhythm analogies, drumming games and activities of DRUMBEAT enabled new personal and professional insights and development in an informal environment. These experiences and discussions, along with seeing how the academics facilitated the program, provided students with the opportunity to experience, learn, retain and later use those techniques in their own clinical practice, including but not limited to, supporting communication, building relationships and as a self-regulation tool with service users:

I think the roll out of [components of the program by] the students into their workloads, I think has been a real surprise for me. Not only are they benefitting themselves from that lived experience, but they are using it as a clinical tool as well.

Social and emotional growth

Academics perceived that this interprofessional learning activity fostered a sense of belonging and mutual support within student cohorts through active listening and sharing experiences. This allowed students to be vulnerable, let their guard down and to feel safe, connecting with and trusting each other. It also allowed them to reach "ah-ha" moments, gathering new insights in a novel and informal way.

It was also felt that the DRUMBEAT program supported wellbeing and selfcare for both students and academics. The safe and nonjudgmental space meant that everyone was challenged in a way that may not have occurred prior, in the future or elsewhere. This had value for learning about the way different people and professions see the world and the preconceived ideas of each participant and each discipline:

I think it's better, like interprofessional, because you know you bring you, and you bring your uniqueness and all your history and lived experiences and your perspective on the world, but you also bring a bit of a lens that goes with your profession. So having those different ways of looking at things, I think [it is] really valuable. ... You bring different information to the conversation, and it makes it a much richer and much more complex conversation.

Through these discussions, deeper levels of self-awareness and understanding were reached by everyone. Experiences were normalised, and the opportunity to share aided student connection, which supported resilience and weathering the inherent challenges of a remote practice placement:

It's a shared experience, that connection with other students, that you're not in this alone. Other people are feeling the same way; other people are having the same emotional response.

Enjoyment

All three academics noticed that DRUMBEAT became an enjoyable part of the week for the students, offering a place of respite from the stresses of placement. The DRUMBEAT activities and games, and opportunities for creative expression, were seen to foster playfulness and fun, with and between the students. While not every element of the program was a favourite, it was clear that different elements resonated with different students. Yet, there were enjoyable aspects for everyone. For instance, some enjoyed drumming more than discussion and vice versa:

The feedback I get from students is that it's their favourite part of the day, you know, that they find it really relaxing.

When I think back to all the verbal feedback we've had ... students have said things like: it's just part of their selfcare for the week; it's actually quite fun, so it's a bit of a debrief; they find the drumming itself quite a release.

DRUMBEAT also created a space for all of the academics to connect with the students in a new way. This flowed into their supervision and other placement practices, creating deeper relationships and understanding, resulting in more individualised support. Being able to laugh and have fun with the students supported a more holistic placement relationship between the students and academics rather than the more typical hierarchical supervisor–student relationship.

Neurobiology of rhythm

The academics reflected that using djembe drums in a group learning environment is not new, but using a program that incorporates the benefits of rhythm for group learning with students and academic facilitators during a practice placement is. There were three distinct benefits noted.

First, drumming was interpreted as offering deep proprioceptive input (or sensory input through joint compression), and the academics noted that it supported students' emotional self-regulation, providing a calming influence along with a sense of wellbeing:

Rhythmical movement helps with self-regulation, taking out that component would change things, and I think from that sensory processing component, it's that deep

proprioceptive input through muscles and joints that helps regulate the nervous system. ... So, the drumming component, or that deep rhythmical movement with that pressure through the joints, to me, is an integral part of the success of the program.

Second, because drumming is known to engage left and right neural pathways, it was perceived to support attention and concentration. Lastly, it was clear to the academics that one aspect of the program, switching between drumming and conversation, supported memory and information retention for learning:

It's swapping from one activity, like talking, to drumming, which is a whole lot of, a different neural pathway, so you're giving the talking/thinking pathway a break so it can put that information into sort of move it on to long-term storage, which is that theory behind movement breaks.

Discussion

“The challenge for health educators, practitioners, managers, and policy makers is to ensure that practitioners embody interprofessional practice through solicitude, openness, trust, respect, genuine dialogue, and willingness to get to know each other as people” (Flood et al., 2019, p. 751). The implementation of DRUMBEAT as a creative tool for interprofessional group learning was perceived to have many benefits for students: developing skills and knowledge alongside exploring values and perspectives while engaged in a rhythmic activity, which resulted in improved understandings; greater levels of self-awareness through self-reflection; and an increased capacity to work collaboratively while on placement, thereby preparing students for collaborative practice in the workplace.

DRUMBEAT appeared to provide an escape from the stresses of placement, which were compounded by the rural context, and became a highlight of the students' week. It provided an opportunity for creative expression and was seen to foster a sense of wellbeing and mindfulness. The academics valued how the program benefitted their relationships with the students. The informal and safe space allowed them to get to know the students on a more personal level, which in turn, meant they were able to provide more individualised support.

One explanation for the positive influence and value of DRUMBEAT for both students and academics is that it provided opportunities not just for the enhancement of social skills and knowledge for practice but also for the exploration of feelings and fun. It was more than an intellectual exercise; it was a holistic approach to teaching and learning by providing opportunities for embodied learning that integrates the mind, body and emotions (Forgasz, 2015).

Discussions within DRUMBEAT did not only focus on students as emerging health professionals, they also supported a holistic examination of oneself. This aligns with the principles of the pedagogy of embodiment (Forgasz, 2015; Nguyen & Larson, 2015). Educational opportunities that include involvement of the body and the mind consider

how participants feel about their own experiences and what they learn. It has been proposed that they have personal as well as professional benefits, also, resulting in better educational outcomes. “It is impossible to separate physical experiences from the emotional and cognitive” (Estola & Elbaz-Luwisch, 2003, p. 698), which are necessary for knowledge construction (Nguyen & Larson, 2015). Both student and academic responses suggest that DRUMBEAT addressed this all too often neglected aspect of adult education.

Drumming, in and of itself, holds value as coordinated repetitive movement and rhythm that elicits multisensory body stimulation that can lead to new ways of knowledge construction (Staveley, 2020) and retention that, in turn, reinforces learning (Staveley, 2020) and wellbeing (Ascenso et al., 2018; Maschi & Macmillan, 2014; Winkelman, 2003; Wood et al., 2013). This physical feedback from embodied learning has been proposed to increase insights, heighten awareness, provide a sense of clarity and improve understanding and transformation of one’s emotions, all of which may in some way influence memory and learning (Winkelman, 2001, 2003). Music, in general, has been shown to support wellbeing by regulating stress-related physiology, including respiration and heart rate (Winkelman, 2003). Group drumming, in particular, has been used to promote individual and collective wellbeing and reduce stress, promote healing and induce feelings of calmness, connection and empowerment (Faulkner, 2012; Faulkner et al., 2012; Faulkner et al., 2009, 2010; Maschi & Bradley, 2010). Similar outcomes were experienced and expressed by the students in this study.

DRUMBEAT became a safe, creative space where students could share emotions and connect with each other, creating a sense of belonging and reducing social isolation (Faulkner et al., 2010). The sense of safety, essential for group learning, was achieved through the clear facilitation and program guidelines. Participants reportedly felt comfortable to express themselves and share their stories while listening to and learning from others. Such safe environments can allow for constructive conflict and opportunities to grow with courage and renewed acceptance of oneself (Bowman & Boone, 1998). The drums encouraged self-expression, and the use of rhythms and games supported nonverbal communication without pressure to explain.

The student experiences in this study align with studies that explored the therapeutic benefits of drumming, where group cohesiveness was fostered and participants’ interactions made the session engaging and meaningful, thereby empowering them to share their vulnerabilities and normalise their fears and anxieties (Burnard & Dragovic, 2014; Perkins et al., 2016). The use of analogies about rhythm and activities in DRUMBEAT provided opportunities for critical social learning through conversations, assisting the students to reach new levels of self-awareness and understanding (Bernard & Goodyear, 2004; Nguyen & Larson, 2015). Students also developed communication skills, such as listening-without-judgement, which are essential for learning and working in interprofessional teams and with service users. The academics also identified the

mutual interchange of knowledge about each other's disciplines and practice. This interprofessional space allowed students to learn from the allied health academics, who modelled techniques that students could apply in their current and future practice.

Similarly, the creative collaboration within DRUMBEAT sessions in this study was valuable because it supported students' development of the interprofessional skills necessary for the delivery of quality care in the workplace as an allied health professional. Through the open discussions, students were able to share and reflect on their thoughts and feelings during their placements. This normalised their experiences, which aligned with the academics' goal of giving students the opportunity to foster resilience in relation to the challenges of their placement. Resilience was further fostered through enjoyment and fun. This not only aligned with the academics' aspiration for DRUMBEAT, but with research that suggests positive emotions are necessary for wellbeing. This also aligns with their aim of providing an opportunity for students to question the values and biases they bring to their profession and to support professional growth, foster teamwork skills and manage stress, resulting in positive impacts on service user outcomes and satisfaction.

Our findings align with others that explore creative group collaborations, demonstrating how the arts can enhance emotional, physical and social wellbeing. When learning experiences are creative and meaningful, they can promote feelings of personal empowerment that increase confidence, motivation, self-esteem and a sense of belonging, thereby supporting learning and promoting wellbeing (Bowman & Boone, 1998; Burnard & Dragovic, 2014). This, together with our nine themes, demonstrates the value of DRUMBEAT as a group learning tool for students and academic facilitators. These personal and professional benefits allow for individuals to further develop their sense of self and awareness of their relationships with others, which in turn, builds emotional intelligence and promotes effective interprofessional teamwork. The multi-dimensional value of DRUMBEAT supports its continued use within BHUDRH by the academic facilitators for interprofessional group learning with allied health students on placement and suggests relevance for use with other health professions.

Limitations

There was potential for bias during the student data collection process. Even though the surveys were anonymous and completed voluntarily, students may have responded wanting to please the academics, who within their dual roles as facilitators and supervisors graded the students' overall placement performance. Student perspectives may have been influenced by the timing of the survey, as it was provided to students shortly after a session on teamwork, which may have influenced the degree to which perspectives regarding teamwork appeared within the student data.

The position of the academics as insider researchers was a possible limitation because of researchers' pre-existing positive perspective of the program. However, their personal and professional insights about the program also supported richer exploration of

DRUMBEAT. This potential bias was also mitigated by the provision of academic reflexivity statements as well as the external, outsider researchers who challenged their interpretations throughout the analysis.

Conclusion

The study findings align with the principles of the pedagogy of embodiment and indicate that introducing a creative psycho-educational groupwork program such as DRUMBEAT enhances learning and wellbeing and equips allied health students with the skills necessary for mindful interprofessional collaboration and reflective practice, which may contribute to quality experiences and outcomes for service users. The findings of this study add to the mounting literature supporting the value and benefits of introducing creative and embodied interprofessional group learning opportunities during practice placement.

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Appendix

Reflexivity Statements

Academic 1 reflexivity statement

I consider myself an inside researcher as I am an employee of the Broken Hill University Department of Rural Health, student supervisor and DRUMBEAT facilitator.

My knowledge of the program and the students who participated brings the potential for nuanced and multifaceted understanding of its impact. I accept that being an insider researcher means my gender, class, profession and experiences will impact the process and product of the research.

I will use strategies such as self-reflection as well as actively engaging with my research colleagues, some of whom are not insider researchers, as instruments to reduce the impact of my bias and prejudice to the research findings.

Academic 2 reflexivity statement

As the BHUDRH OT academic, I recognise and acknowledge the symphony of roles I play within and outside of DRUMBEAT for group supervision. As a trained DRUMBEAT facilitator, I'm a contributor to the group discussions, influencing the ebb and flow of the conversation, and play a role in supporting participants' insights. I have a relationship with the student participants and support growth outside of DRUMBEAT for group supervision within my role as the OT clinical educator and mentor. I also have a working relationship with the other AH academics beyond DRUMBEAT group supervision. From this unique perspective, I will contribute depth and richness to the discussion and findings.

I anticipate my approach will be one of continual reflectivity as I seek to understand the balance of the knowledge, feelings and values I bring into the research with the interpretation of the findings. Through reflection and interaction with colleagues, I embrace the dual possibility of enriching my lived experience and contributing these insights to the collective understanding of the influence of DRUMBEAT for group supervision.

Academic 3 reflexivity statement

I am a BHUDRH staff member, student supervisor and accredited DRUMBEAT facilitator. I therefore acknowledge that my position within the research team is that of an insider researcher (Coghlan, 2005).

The close relationship that I have with the research topic holds the potential for me to bring a richness and depth to the study that would not be possible for a person less connected, but this comes with the inherent risk of also bringing bias and prejudice (Humphrey, 2012).

I acknowledge the impossibility of being neutral and will take intentional steps to monitor and mitigate the risks. As a social worker, I believe that my professional education and worldview mean that I have the skills and knowledge to do this effectively (Berger, 2015). Strategies will include self-reflection through a research journal and ongoing collaboration with other team members in all stages of the research process.