HEALTH AND SAFETY GUIDELINES
School of Music and Performing Arts
Anderson University (IN)

The School of Music and Performing Arts at Anderson University (IN), as required by the National Association of Schools of Music (NASM), is obligated to inform students and faculty of health and safety issues, hazards, and procedures inherent in practice, performance, teaching, and listening both in general and as applicable to their specific specializations. This includes but is not limited to information regarding hearing, vocal and musculoskeletal health, injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment, and technology.

The School of Music and Performing Arts has developed procedures to help guard against injury and illness in the study and practice of music, as well as to raise the awareness among our students and faculty of the connections between musicians' health, the suitability and safety of equipment and technology, and the acoustic and other health-related conditions in the College's practice, rehearsal, and performance facilities. Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment in The School of Music and Performing Arts at Anderson University (IN).

PERFORMANCE INJURIES

Anyone who practices, rehearses or performs instrumental or vocal music has the potential to suffer injury related to that activity. Instrumental musicians are at risk for repetitive motion injuries. Sizable percentages of them develop physical problems related to playing their instruments; and if they are also computer users, their risks are compounded. Instrumental injuries often include carpal tunnel syndrome, tendinitis, and bursitis. Incorrect posture, non-ergonomic technique, excessive force, overuse, stress, and insufficient rest contribute to chronic injuries that can cause great pain, disability, and the end of careers.

VOCAL HEALTH

The following information Is provided by the National Association of Schools of Music (NASM) and the Performing Arts Medicine Association (PAMA):

- Vocal health is important for all musicians and essential to lifelong success for singers.
- Understanding basic care of the voice is essential for musicians who speak, sing, and rehearse or teach others.
- Practicing, rehearsing, and performing music is physically demanding.
- Musicians are susceptible to numerous vocal disorders.
- Many vocal disorders and conditions are preventable and/or treatable.
- Sufficient warm-up time is important.
- Begin warming up mid-range, and then slowly work outward to vocal pitch extremes.
- Good posture, adequate breath support, and correct physical technique are essential.
- Regular breaks during practice and rehearsal are vital in order to prevent undue physical or vocal stress and strain.
- It is important to set a reasonable limit on the amount of time that you will practice in a day.
- Avoid sudden increases in practice times.
- Know your voice and its limits, and avoid overdoing it or misusing it.
- Maintain healthy habits. Safeguard your physical and mental health.
- Drink plenty of water in order to keep your vocal folds adequately lubricated. Limit your use of alcohol, and avoid smoking.

- Day-to-day decisions can impact your vocal health, both now and in the future. Since vocal strain and a myriad of other injuries can occur in and out of school, you also need to learn more and take care of your own vocal health on a daily basis. Avoid shouting, screaming, or other strenuous vocal use.
- If you are concerned about your personal vocal health, talk with a medical professional.
- If you are concerned about your vocal health in relationship to your program of study, consult the Department of Music.

NEUROMUSCULOSKELETAL HEALTH

The following information was provided by the National Association of Schools of Music (NASM) and the Performing Arts Medicine Association (PAMA):

- Neuromusculoskeletal health is essential to your lifelong success as a musician.
- Practicing and performing music is physically demanding.
- Musicians are susceptible to numerous neuromusculoskeletal disorders.
- Some musculoskeletal disorders are related to behavior; others are genetic; still others are the result of trauma or injury. Some genetic conditions can increase a person's risk of developing certain behavior-related neuromusculoskeletal disorders.
- Many neuromusculoskeletal disorders and conditions are preventable and/or treatable
- Sufficient physical and musical warm-up time is important.
- Good posture and correct physical technique are essential.
- Regular breaks during practice and rehearsal are vital in order to prevent undue physical stress and strain.
- It is important to set a reasonable limit on the amount of time that you will practice in a day
- Avoid sudden increases in practice times.
- Know your body and its limits, and avoid "overdoing it."
- Maintain healthy habits. Safeguard your physical and mental health.
- Day-to-day decisions can impact your neuromusculoskeletal health, both now and in the future. Since muscle and joint strains and a myriad of other injuries can occur in and out of school, you also need to learn more and take care of your own neuromusculoskeletal health on a daily basis, particularly with regard to your performing medium and area of specialization.
- If you are concerned about your personal neuromusculoskeletal health, talk with a medical professional.
- If you are concerned about your neuromusculoskeletal health in relationship to your program of study, consult the Department of Music.

HEARING HEALTH

The Following information was provided by the National Association of Schools of Music (NASM) and the Performing Arts Medicine Association (PAMA):

- Hearing health is essential to your lifelong success as a musician.
- Your hearing can be permanently damaged by loud sounds, including music. Technically, this is called Noise-Induced Hearing Loss (NIHL). Such danger is constant.
- Noise-induced hearing loss is generally preventable. You must avoid overexposure to loud sounds, especially for long periods of time.
- The closer you are to the source of a loud sound, the greater the risk of damage to your hearing mechanisms.
- Sounds over 85 dB (your typical vacuum cleaner) in intensity pose the greatest risk to your hearing.
- Risk of hearing loss is based on a combination of sound or loudness intensity and duration.

- Recommended maximum daily exposure times (NIOSH) to sounds at or above 85 dB are as follows:
    - 85 dB (vacuum cleaner, MP3 player at 1/3 volume) – 8 hours
    - 90 dB (blender, hair dryer) – 2 hours
    - 94 dB (MP3 player at 1/2 volume) – 1 hour
    - 100 dB (MP3 player at full volume, lawnmower) – 15 minutes
    - 110 dB (rock concert, power tools) – 2 minutes
    - 120 dB (jet planes at take-off) – without ear protection, sound damage is almost immediate
- Certain behaviors (controlling volume levels in practice and rehearsal, avoiding noisy environments, turning down the volume) reduce your risk of hearing loss. Be mindful of those MP3 earbuds. See chart above.
- The use of earplugs and earmuffs helps to protect your hearing health.
- Day-to-day decisions can impact your hearing health, both now and in the future. Since sound exposure occurs in and out of school, you also need to learn more and take care of your own hearing health on a daily, even hourly basis.
- It is important to follow basic hearing health guidelines.
- It is also important to study this issue and learn more.
- If you are concerned about your personal hearing health, talk with a medical professional.
- If you are concerned about your hearing health in relationship to your program of study, consult the Department of Music.

LIFTING AND CARRYING INSTRUMENTS AND EQUIPMENT

- Do not attempt the lift by yourself if the load appears to be too heavy or awkward.
- Check that there is enough space for movement, and that the footing is good.
- Make certain that your balance is good. Feet should be shoulder width apart, with one foot *beside* and the other foot *behind* the object that is to be lifted.
- Bend the knees; don't stoop. Keep the back straight, but not vertical. (Tucking in the chin straightens the back.)
- Grip the load with the palms of your hands and your fingers. The palm grip is much more secure. Tuck in the chin again to make certain your back is straight before starting to lift.
- Use your body weight to start the load moving, then lift by pushing up with the legs. This makes full use of the strongest set of muscles.
- Keep the arms and elbows close to the body while lifting.
- Carry the load close to the body. Don't twist your body while carrying the load. To change direction, shift your foot position and turn your whole body.
- To lower the object, bend the knees. Don't stoop. Make sure your hands and feet are clear when placing the load.

INSTRUMENT HYGIENE

Sharing of instruments is routine in music schools, where students practice and perform on borrowed instruments throughout the year. Certain basic considerations and recommendations for standard operating procedures regarding shared instruments are recommended as follows:

- All musicians or students should have their own instrument if possible.
- All musicians or students should have their own mouthpiece if possible.
- All students and faculty sharing reed instruments **MUST** have their own individual reeds. Reeds should **NEVER** be shared.

- If instruments must be shared in class, alcohol wipes or Sterisol germicide solution should be used before sharing instruments between different people.

MOUTHPIECES

Adhering to the following procedures will ensure that instrument mouthpieces remain antiseptically clean for the healthy and safe use of students and faculty.

CLEANING THE FLUTE HEAD JOINT

- Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.
- Alcohol wipes can be used on the flute's lip plate to kill germs if the flute shared by several players.
- Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.
- Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

CLEANING BOCALS

- Bocals should be cleaned every month with a bocal brush, mild soap solution, and running water.
- English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.
- Hard rubber (ebony) mouthpieces should be swabbed after each playing and cleaned weekly.
- Select a small (to use less liquid) container that will accommodate the mouthpiece and place the mouthpiece tip down in the container.
- Fill the container to where the ligature would begin with a solution of half water and half white vinegar (50% water and 50% hydrogen peroxide works too). Protect clarinet mouthpiece corked tenons from moisture.
- After a short time, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.
- Rinse the mouthpiece thoroughly and then saturate with Sterisol germicide solution. Place on paper towel and wait one minute.
- Wipe dry with paper towel.
- Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Sterisol germicide solution is also safe for metal mouthpieces.

CLEANING SAXOPHONE NECKS (CROOKS)

- Swabs and pad-savers are available to clean the inside of the saxophone neck. However, most saxophonists use a flexible bottlebrush and toothbrush to accomplish the same results.
- If the instrument is played daily, the saxophone neck should be cleaned weekly (and swabbed out each day after playing).
- Use the bottlebrush and mild, soapy water to clean the inside of the neck.
- Rinse under running water.
- Sterisol germicide solution may be used on the inside of the neck at this time, if desired (not necessary). Place on paper towel for one minute.
- Rinse again under running water, dry, and place in the case.

- If using pad-savers, do not leave the pad-saver inside the neck when packed away.

CLEANING BRASS MOUTHPIECES

- Mouthpieces should be cleaned monthly.
- Using a cloth soaked in warm, soapy water, clean the outside of the mouthpiece.
- Use a mouthpiece brush and warm, soapy water to clean the inside.
- Rinse the mouthpiece and dry thoroughly.
- Sterisol germicide solution may be used on the mouthpiece at this time. Place on paper towel for one minute.
- Wipe dry with paper towel.

MENTAL AND EMOTIONAL HEALTH

The faculty of Anderson University take seriously all issues related to the mental and emotional health of our students. To that end, one of the faculty members in the School or Music and Performing Arts is certified in the Alexander Technique. This faculty member works with all music students in a variety of places and methods to ensure that they develop techniques for recognizing and addressing all types of mental and emotional stress that are endemic to the performing arts. The places and times in which the Alexander Technique is integrated into our students' education include but are not limited to the following:

- Serving as the instructor of record and teaching courses such as:
  - Embodied Performing: Introduction to the Alexander Technique
  - Voice and Movement for the Actor I
  - Voice and Movement for the Actor II
  - Voice and Movement for the Actor III;
- Serving as voice and movement coach for all theatre and musical theatre productions;
- Offering Community Constructive Rest sessions for all students and faculty on a regular basis, including the most stressful times of the semester such as the week of juries and final examinations;
- Working with students in their applied music lessons, particularly as they approach their junior or senior recital;
- Working with ensemble members during rehearsals.

LINKS TO ADDITIONAL INFORMATION

- National Association of Schools of Music (NASM)
- Performing Arts Medicine Association (PAMA)
- Acoustical Society of America
- Acoustics.com
- American National Standards Institute (ANSI)
- National Institute for Occupational Safety and Health (NIOSH)
- Occupational Safety and Health Administration (OSHA)
- American Academy of Audiology
- American Speech-Language-Hearing Association (ASHA)
- Athletes and the Arts
- National Hearing Conservation Association