

Music for emotional well-being in paediatric nurses: a work-related stress study

Journal of
Integrated Care

63

Cinzia Storage

Università degli Studi di Napoli Federico II, Napoli, Italy

Grazia Isabella Continisio, Emanuele D'Onofrio and Silvia Toscano

Federico II University Hospital, Napoli, Italy, and

Carmela Bravaccio

Università degli Studi di Napoli Federico II, Napoli, Italy

Received 7 May 2025
Revised 29 May 2025
Accepted 16 June 2025

Abstract

Purpose – This study explores the impact of music-based interventions on the emotional well-being of paediatric nurses and their role in supporting integrated, person-centred care.

Design/methodology/approach – A retrospective qualitative study was conducted with 26 paediatric nurses at a university hospital. Monthly group sessions combining guided relaxation and classical music listening were used to facilitate emotional awareness and interpersonal connection.

Findings – Participants reported a significant improvement in emotional regulation, self-awareness and peer relationships. These outcomes contributed to a more collaborative, empathetic work environment and improved nurse–patient interactions, thereby supporting the delivery of integrated care.

Practical implications – Integrating music into workplace routines can enhance healthcare professionals' resilience and emotional competence, key components in sustaining effective interdisciplinary care and improving service quality.

Originality/value – This study highlights the potential of music as a low-cost, scalable and non-invasive intervention to promote staff well-being and strengthen the humanistic dimensions of integrated care in paediatric settings.

Keywords Music therapy, Emotional well-being, Paediatric nursing, Work-related stress, Integrated care

Paper type Research article

Introduction

Effective communication in healthcare—particularly empathic, emotionally attuned communication—is essential for quality care in both physical and psychological domains. Beyond technical competencies, professionals must integrate emotional awareness into patient interactions, fostering therapeutic relationships based on listening, understanding and mutual trust (Gamberoni, 1998; Benenzon, 2007).

However, the high emotional demands of healthcare—especially in paediatrics—expose professionals to continuous stress, potentially leading to anxiety, emotional fatigue and burnout. This risk is exacerbated when no structured space exists for emotional reflection and processing (Yıldırım and Çirşi Yıldız, 2022; Happell *et al.*, 2013). Without appropriate

© Cinzia Storage, Grazia Isabella Continisio, Emanuele D'Onofrio, Silvia Toscano and Carmela Bravaccio. Published by Emerald Publishing Limited. This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at [Link to the terms of the CC BY 4.0 licence](#).

Funding information: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

COI statement: All the authors declare that there is no conflict of interest in regard to the research, the authorship and the publication of this article.



Journal of Integrated Care
Vol. 33 No. 5, 2025
pp. 63-71
Emerald Publishing Limited
e-ISSN: 2042-8685
p-ISSN: 1476-9018
DOI 10.1108/JICA-05-2025-0042

support, healthcare professionals may resort to defensive mechanisms that can hinder relational quality and professional well-being.

Within this context, music has gained recognition as a unique channel for managing stress and expressing emotion. As a vibratory phenomenon, music affects individuals on multiple levels—physical, neurological, psychological, and communicative—facilitating emotional release and intersubjective connection (Thoma *et al.*, 2013; Iyendo, 2016; Kim *et al.*, 2024). On a pre-verbal level, it bypasses cognitive defences and supports non-verbal self-expression (Benenzon, 2007).

Empirical research supports the use of music interventions for improving the well-being of healthcare workers. Finnerty *et al.* (2022) and Phillips *et al.* (2020, 2021) found that music fosters resilience, emotional clarity and workplace satisfaction. Beck *et al.* (2015), Kacem *et al.* (2020) and Raglio *et al.* (2020) showed how music reduces occupational stress and burnout in high-pressure environments. Moreover, studies on expressive arts interventions, such as those by Phillips and Becker (2019) and Ledger *et al.* (2013), highlight music's ability to promote emotional regulation and improve group dynamics in interdisciplinary teams.

Despite these findings, limited research focuses specifically on paediatric nurses—professionals uniquely vulnerable to emotional strain due to the sensitive nature of their work. There remains a gap in understanding how structured music listening can support this population in coping with work-related stress.

Study justification and objectives

This study addresses that gap by examining whether guided music listening sessions can enhance emotional well-being, interpersonal communication, and self-awareness among paediatric nurses. By offering a non-verbal, creative outlet for emotional processing, the intervention aims to reduce stress and promote sustainable, compassionate caregiving.

The study is grounded in evidence suggesting that musical engagement:

- (1) Promotes self-awareness and reflective capacity (Dos Santos and Lotter, 2016),
- (2) Enhances psychophysical balance (Guo *et al.*, 2015),
- (3) Improves emotional expression and empathy (Linnemann *et al.*, 2017; Ploukou and Panagopoulou, 2018),
- (4) Fosters group cohesion and shared meaning (Brooke *et al.*, 2020).

The objectives are:

- (1) To investigate whether guided music listening can help paediatric nurses manage work-related stress more effectively;
- (2) To assess whether such interventions enhance emotional intelligence, self-awareness, and interpersonal communication;
- (3) To contribute practical insights for designing institutional well-being policies in paediatric care settings.

Methods

This research employs a descriptive approach and utilises a retrospective design to analyse a project conducted in the years 2016–2018, before the Covid-19 pandemic, at the Maternal and Child Department of the University Hospital.

This project caters to healthcare professionals interested in delving into personal experiences and the relational dynamics that unfold during of their profession. The sessions

are meticulously structured to stimulate interactive group work, amplifying the contributions of individual participants and fostering an experiential journey in the creative pursuit of solutions.

The follow-up group context provides a privileged and secure space for participants to share their experiences.

Participant characteristics

A total of 26 paediatric nurses took part in the project. The group was demographically and professionally diverse:

- (1) Age Range: 20–60 years
- (2) Years of Experience: Less than 10 to over 40 years
- (3) Work Shifts: 8 participants worked rotating shifts (day, evening, night)
- (4) Educational Background: 15 held a university degree; 11 held a diploma
- (5) Professional Roles: 20 paediatric nurses; 6 head nurses
- (6) Departmental Roles: 16 in inpatient wards; 10 in day hospital settings
- (7) Parental Status: 4 had adult children, 10 had underage children, and 12 had no children
- (8) Previous Exposure to Music Interventions: None of the participants had previously engaged in structured music-based workplace interventions.

This diverse group provided a comprehensive overview of the potential impact of the music intervention across different demographics and levels of experience within the paediatric nursing field.

Participants, lacking prior group experiences, joined with the intention of having a protected space where they could openly share work-related problems and emotions. The project, conducted in sessions lasting approximately 90 min once a month in a small group. These sessions aim to facilitate connections among participants, stimulating greater self-awareness.

Each session follows a structured format, commencing with a briefing on the participant's current state of mind regarding the experienced workday. This is followed by a guided relaxation period, the listening of instrumental music pieces chosen based on the material discussed in the previous colloquial phase, and, finally, a moment of sharing.

The selected classical music pieces for each session are as follows in the [Table 1](#) (insert here).

This methodology is designed to facilitate a comprehensive exploration of experiences, offering a blend of psychological and sensory stimuli to promote well-being among healthcare professionals. This table captures the essence of each piece, its composer, and its characteristics, making it easier to understand the emotional and psychological journey intended by the selection and order of the music.

The sequence of pieces is designed to guide listeners through an emotional journey that begins with serene and reassuring tones, passes through meditative reflections, and culminates with energy and physical well-being. This order allows for a natural progression that promotes the psychological well-being and emotional resilience of healthcare professionals, supporting their ability to manage stress in their challenging daily work.

Results

Upon completion of the course, participants, as per the administered questionnaires, reported an enhanced ability to recognise and manage their emotions. They also noted heightened awareness of both their own roles and the emotions of their colleagues. The sessions provided a unique opportunity for participants to engage in a level of communication that seldom occurs

Table 1. Characteristics of the selected musical pieces

Session	Composer	Piece	Characteristics
1	Edvard Grieg	“Morning Mood” from Peer Gynt	Serene, calming, evokes a sense of renewal
1	Johann Pachelbel	“Canon in D major”	Repetitive, reassuring, harmonic stability
2	Claude Debussy	“Clair de Lune”	Ethereal, delicate, lyrical
2	Pyotr I. Tchaikovsky	“Waltz of the Flowers” from The Nutcracker Suite	Joyful, lively, light-hearted
2	Wolfgang A. Mozart	“Overture” from The Marriage of Figaro	Lively, brilliant, energetic
3	Erik Satie	“Gymnopédie No. 1”	Minimalist, contemplative, meditative
3	Maurice Ravel	“Pavane for a Dead Princess”	Elegant, melancholic, reflective
3	Edward Elgar	“Nimrod” from the Enigma Variations	Profound, solemn, emotionally reflective
4	Arcangelo Corelli	“Concerto Grosso No. 4 in D major”	Formal, balanced, rich harmony, and counterpoint
5	Ludwig van Beethoven	“Piano Concerto No. 5 in Eb major ‘Emperor’,” 2nd movement	Lyrical, meditative, serene
6	Wolfgang A. Mozart	“Symphony No. 41 in C major ‘Jupiter’,” 4th movement	Energetic, complex, sense of completeness and vitality

Source(s): The authors

during their regular work activities, fostering a deeper and more intimate connection among them.

The acquisition of improved emotional and relational competencies by health operators has far-reaching implications. It facilitates a more gratifying approach to patient care, prioritising relationship-building, active listening, and responsiveness to individual needs over mere intervention and prescription. This transformative process nurtures a special sensitivity, diminishing tension in the patient-professional relationship and fostering a collaborative alliance. Health operators, thus equipped, gain a greater awareness of their emotional responses to patient behaviour, enhancing their ability to manage anxiety effectively (Ploukou and Panagopoulou, 2018; Phillips *et al.*, 2021).

Crucially, the development of these competencies acts as a deterrent to counterproductive defence mechanisms, paving the way for the establishment of more efficient, effective, and gratifying therapeutic relationships for both parties involved. Furthermore, this enhanced emotional intelligence contributes to a clearer understanding of group processes, organisational dynamics and network relationships, all of which significantly influence the professional well-being of health operators.

In essence, the study illuminates the multifaceted benefits derived from integrating music-based interventions into the professional development of healthcare providers. Beyond stress reduction, these interventions contribute to the holistic enhancement of emotional intelligence, relational skills and overall job satisfaction among health operators.

Table 2 (insert here) summarises the main outcomes achieved through the musical intervention aimed at enhancing the well-being and performance of nurses.

Qualitative feedback

- (1) “The music sessions provided a much-needed break from the stress of the job and allowed me to reconnect with my emotions.”

Table 2. Results

Objective	Results
Improvement in emotional well-being	Significant reduction in stress levels after each session. – Positive qualitative feedback on the effectiveness of music in promoting relaxation and emotional balance
Increased self-awareness and emotional recognition	Enhanced ability among nurses to recognise and manage their emotions. – Greater personal awareness of emotional states and triggers reported by participants
Improved interpersonal relationships	Marked improvement in the quality of interactions between nurses and patients. – Increased empathy and understanding of patients' emotions
Reduction in workplace tension	Decrease in workplace tensions and conflicts. – Creation of a more harmonious and supportive work environment
Enhanced job satisfaction	Overall increase in job satisfaction among nurses. – Greater sense of fulfilment and feeling supported in the workplace expressed by nurses
Increased emotional resilience	Improved resilience in coping with daily challenges and stressors. – Development of healthier coping mechanisms facilitated by musical sessions
Feedback on music selection	Positive responses to the variety and sequence of selected musical pieces. – Effectiveness of specific pieces such as “Clair de Lune” and “Gymnopédie No. 1” in inducing relaxation and reflection
Overall quality of life	Music's contribution to an overall improvement in participants' quality of life, both professionally and personally. – Enhanced balance between work and personal life reported by nurses

Source(s): The authors

- (2) “I found that listening to classical music helped me to reflect on my experiences and approach my work with a calmer mindset.”
- (3) “The variety of music kept the sessions interesting and engaging. I particularly enjoyed the pieces by Debussy and Satie.”

Discussion (Limitations and implications for practice)

This study highlights the positive influence of music as a complementary strategy for managing work-related stress in paediatric nurses. Music listening, particularly within a structured and reflective group setting, offered a powerful means of emotional expression and psychological relief (Matoso *et al.*, 2021). Through guided sessions, nurses explored their emotional responses to work-related experiences, enhancing their capacity for self-awareness, communication, and relational engagement (Hayakawa *et al.*, 2022).

A key implication is the importance of providing protected, emotionally safe spaces for healthcare professionals to express, share, and process their experiences. The music-based approach helped reduce emotional overload, improved interpersonal understanding, and supported resilience in high-stress clinical environments. These findings align with a broader vision of holistic and integrated care, where staff well-being is recognised as essential to quality patient outcomes (Phillips and Becker, 2019).

Nevertheless, the study has limitations. The sample was small and restricted to one hospital department, reducing the generalisability of results. The absence of a control group and the reliance on self-reported data also limit the strength of causal inferences. Furthermore, the retrospective nature of the study means that some experiential data may be subject to recall bias.

Future research should aim to expand on these findings by adopting longitudinal and comparative designs, with larger and more diverse samples. Incorporating quantitative

outcome measures, alongside qualitative data, would strengthen the evidence base. There is also potential for exploring the effects of other musical genres, as well as the role of individual musical preferences in modulating outcomes.

Despite its exploratory nature, the study underscores the feasibility and effectiveness of integrating music into structured support programmes for healthcare staff. With appropriate institutional support, these interventions could become a valuable component of workforce well-being strategies, particularly in emotionally demanding care settings.

Based on the theoretical foundation provided, a practical development plan can be designed to directly involve healthcare professionals, aiming to enhance their emotional and physical well-being within the workplace context. Here is a possible practical development plan:

Objective: Implement a professional development programme [Table 3](#) (insert here) that integrates emotional and physical management strategies to enhance the well-being of healthcare professionals within the context of interpersonal relationships in the healthcare sector.

By implementing a practical programme based on these principles, it is possible to create a healthier and more sustainable work environment for healthcare professionals, thereby enhancing the quality of care provided to patients.

Conclusions

This study suggests that music-based interventions, when embedded in reflective and supportive group settings, can significantly enhance the emotional well-being and relational competence of paediatric nurses. By fostering emotional resilience and improving stress

Table 3. Professional development programme for enhancing healthcare professionals’ well-being

Programme stage	Activities	Expected outcomes
Awareness and Training	Organise training sessions and workshops to raise awareness about the importance of emotional and physical well-being. – Include information on the role of music in stress management	Increased awareness among healthcare professionals about the significance of emotional and physical well-being. – Enhanced understanding of music’s role in stress management
Integration of Music in the Workplace	Introduce music as an emotional support tool. – Create playlists of relaxing or motivating music for use during breaks or relaxation moments	Greater use of music as a tool for stress management and emotional expression. – Improved relaxation and motivation during work breaks
Creation of Spaces for Reflection and Sharing	Organise regular sessions for healthcare professionals to share experiences and reflect on daily work challenges. – Use music to explore and express related emotions	Improved emotional expression and support among healthcare professionals. – Enhanced team cohesion and mutual understanding
Promotion of Bodily Awareness	Introduce bodily awareness practices such as yoga or meditation. – Use music as an accompaniment for these practices	Improved physical well-being and stress management. – Enhanced connection with one’s body and reduction in physical stress
Development of Personalised Coping Strategies	Help healthcare professionals identify their own coping strategies. – Develop individual plans to address stress and maintain well-being long-term	Personalised strategies for managing stress. – Sustained emotional and physical well-being among healthcare professionals
Continuous Assessment and Adaptation	Monitor programme effectiveness through feedback, surveys, and observations. – Adapt the programme based on results and emerging needs	Continuous improvement and adaptation of the programme. – Increased effectiveness in enhancing the well-being of healthcare professionals

Source(s): The authors

management, these interventions contribute to more empathetic, collaborative, and patient-centred care.

The findings support the integration of music as a practical tool within professional development programmes aimed at improving healthcare staff well-being. Such initiatives align with the principles of integrated care, recognising staff mental health as a key determinant of quality service delivery and continuity of care.

Embedding music listening sessions into routine workplace practice may be a cost-effective, scalable strategy to address burnout and strengthen team cohesion. Institutional policies that prioritise staff well-being through creative and evidence-informed approaches can ultimately lead to better outcomes for both healthcare professionals and patients.

Future implementations should consider adapting the intervention to different clinical contexts, monitoring long-term outcomes, and exploring the interplay between musical preferences and therapeutic effects.

Authors' contributions

All the authors have provided:

Substantial contributions to the conception, design of the work; the acquisition, analysis, interpretation of data for the work.

Drafting the work and reviewing it critically for important intellectual content.

Final approval of the version to be published.

Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Furthermore, Prof. BRAVACCIO handled the English translation, Dr CONTINISIO and Dr STORACE led the research project, Dr D'ONOFRIO and Dr TOSCANO conducted the literature review. Dr STORACE also oversaw the final drafting of the article.

All the authors saw and approved this manuscript.

Ethical approval

The study only analyses anonymous data and is retrospective; therefore, ethical approval was waived because of the retrospective nature of the study.

The study is limited to the analysis of anonymised data and does not involve interviews, questionnaires, or other types of direct interactions with participants.

Availability of data

Data sharing not applicable to this article as no datasets were generated or analysed during the current study.

Participants

This study did not involve direct participation or contribution from patients or the public in any phase of the research process.

References

- Beck, B.D., Hansen, Å.M. and Gold, C. (2015), "Coping with work-related stress through guided imagery and music (GIM): randomized controlled trial", *Journal of Music Therapy*, Vol. 52 No. 3, pp. 323-352, doi: [10.1093/jmt/thv011](https://doi.org/10.1093/jmt/thv011).
- Benenzon, R. (2007), "The Benenzon model", *Nordic Journal of Music Therapy*, Vol. 16 No. 2, pp. 148-159, doi: [10.1080/08098130709478185](https://doi.org/10.1080/08098130709478185).
- Brooke, T., Brown, M., Orr, R. and Gough, S. (2020), "Stress and burnout: exploring postgraduate physiotherapy students' experiences and coping strategies", *BMC Medical Education*, Vol. 20 No. 1, p. 433, doi: [10.1186/s12909-020-02360-6](https://doi.org/10.1186/s12909-020-02360-6).

- Dos Santos, A. and Lotter, C. (2016), "Awakening musical facilitators: a creative music-centered training program for community healthcare workers", *Nordic Journal of Music Therapy*, Vol. 25 No. Sup1, p. 100, doi: [10.1080/08098131.2016.1180107](https://doi.org/10.1080/08098131.2016.1180107).
- Finnerty, R., Zhang, K., Tabuchi, R.A. and Zhang, K. (2022), "The use of music to manage burnout in nurses: a systematic review", *American Journal of Health Promotion: AJHP*, Vol. 36 No. 8, pp. 1386-1398, doi: [10.1177/08901171221105862](https://doi.org/10.1177/08901171221105862).
- Gamberoni, E. (1998), "La musicoterapia: un contributo alla tutela della salute", *Atti del Sesto Seminario Internazionale di Geografia Medica*, Roma, IT, 4-6 December 1997, pp. 613-621.
- Guo, W., Ren, J., Wang, B. and Zhu, Q. (2015), "Effects of relaxing music on mental fatigue induced by a continuous performance task: behavioral and ERPs evidence", *PLoS One*, Vol. 10 No. 8, e0136446, doi: [10.1371/journal.pone.0136446](https://doi.org/10.1371/journal.pone.0136446).
- Happell, B., Dwyer, T., Reid-Searl, K., Burke, K.J., Caperchione, C.M. and Gaskin, C.J. (2013), "Nurses and stress: recognizing causes and seeking solutions", *Journal of Nursing Management*, Vol. 21 No. 4, pp. 638-647, doi: [10.1111/jonm.12037](https://doi.org/10.1111/jonm.12037).
- Hayakawa, J., Barrows, J., See, S. and Schomberg, J. (2022), "Effects of classical music virtual reality on pediatric healthcare worker compassion fatigue", *The Journal of Nursing Administration*, Vol. 52 No. 5, pp. 280-285, doi: [10.1097/NNA.0000000000001148](https://doi.org/10.1097/NNA.0000000000001148).
- Iyendo, T.O. (2016), "Exploring the effect of sound and music on health in hospital settings: a narrative review", *International Journal of Nursing Studies*, Vol. 63, pp. 82-100, doi: [10.1016/j.ijnurstu.2016.08.008](https://doi.org/10.1016/j.ijnurstu.2016.08.008).
- Kacem, I., Kahloul, M., El Arem, S., Ayachi, S., Hafsia, M., Maoua, M., Ben Othmane, M., El Maalel, O., Hmida, W., Bouallague, O., Ben Abdessalem, K., Naija, W. and Mrizek, N. (2020), "Effects of music therapy on occupational stress and burn-out risk of operating room staff", *Libyan Journal of Medicine*, Vol. 15 No. 1, 1768024, doi: [10.1080/19932820.2020.1768024](https://doi.org/10.1080/19932820.2020.1768024).
- Kim, A.J., Na, S., Kim, J.Y., Kim, S.J. and Kim, J. (2024), "An online supportive music and imagery intervention to promote ICU nurses' stress management: preliminary study", *Heliyon*, Vol. 10 No. 15, e35117, doi: [10.1016/j.heliyon.2024.e35117](https://doi.org/10.1016/j.heliyon.2024.e35117).
- Ledger, A., Edwards, J. and Morley, M. (2013), "A change management perspective on the introduction of music therapy to interprofessional teams", *Journal of Health, Organisation and Management*, Vol. 27 No. 6, pp. 714-732, doi: [10.1108/JHOM-04-2012-0068](https://doi.org/10.1108/JHOM-04-2012-0068).
- Linnemann, A., Strahler, J. and Nater, U.M. (2017), "Assessing the effects of music listening on psychobiological stress in daily life", *Journal of Visualized Experiments*, No. 120, 54920, doi: [10.3791/54920](https://doi.org/10.3791/54920).
- Matoso, L., De Oliveira, A. and De Sousa, J. (2021), "The effect of organizational musical therapy on reducing the stress level of health care professionals in a public hospital", *Psychology of Music*, Vol. 50 No. 4, pp. 1225-1237, doi: [10.1177/03057356211042090](https://doi.org/10.1177/03057356211042090).
- Phillips, C.S. and Becker, H. (2019), "Systematic Review: expressive arts interventions to address psychosocial stress in healthcare workers", *Journal of Advanced Nursing*, Vol. 75 No. 11, pp. 2285-2298, doi: [10.1111/jan.14043](https://doi.org/10.1111/jan.14043).
- Phillips, C.S., Volker, D.L., Davidson, K.L. and Becker, H. (2020), "Storytelling through music: a multidimensional expressive arts intervention to improve emotional well-being of oncology nurses", *JCO oncology practice*, Vol. 16 No. 4, pp. e405-e414, doi: [10.1200/JOP.19.00748](https://doi.org/10.1200/JOP.19.00748).
- Phillips, C.S., Volker, D.L., Becker, H. and Davidson, K.L. (2021), "Storytelling through music to improve well-being in oncology nurses: a feasibility study", *Cancer Nursing*, Vol. 44 No. 6, pp. 473-481, doi: [10.1097/NCC.0000000000000836](https://doi.org/10.1097/NCC.0000000000000836).
- Ploukou, S. and Panagopoulou, E. (2018), "Playing music improves well-being of oncology nurses", *Applied Nursing Research: ANR*, Vol. 39, pp. 77-80, doi: [10.1016/j.apnr.2017.11.007](https://doi.org/10.1016/j.apnr.2017.11.007).
- Raglio, A., Bellandi, D., Gianotti, M., Znacchi, E., Gnesi, M., Monti, M.C., Montomoli, C., Vico, F., Imbriani, C., Giorgi, I. and Imbriani, M. (2020), "Daily music listening to reduce work-related stress: a randomized controlled pilot trial", *Journal of public health (Oxford, England)*, Vol. 42 No. 1, pp. e81-e87, doi: [10.1093/pubmed/fdz030](https://doi.org/10.1093/pubmed/fdz030).

Thoma, M.V., La Marca, R., Brönnimann, R., Finkel, L., Ehlert, U. and Nater, U.M. (2013), "The effect of music on the human stress response", *PLoS One*, Vol. 8 No. 8, e70156, doi: [10.1371/journal.pone.0070156](https://doi.org/10.1371/journal.pone.0070156).

Yıldırım, D. and Çiriş Yıldız, C. (2022), "The effect of mindfulness-based breathing and music therapy practice on nurses' stress, work-related strain, and psychological well-being during the COVID-19 pandemic: a randomized controlled trial", *Holistic Nursing Practice*, Vol. 36 No. 3, pp. 156-165, doi: [10.1097/HNP.0000000000000511](https://doi.org/10.1097/HNP.0000000000000511).

Corresponding author

Cinzia Storce can be contacted at: cinzia.storce@unina.it