



Study Strategies Tip Sheet

Being a university student involves being in situations that cause emotions such as **panic** before an exam or class presentation, **stress** about managing your workload, rumination when you get a **disappointing** result, issues like perfectionism and procrastination, and **celebrating** your successes. The Tuned In course shows you how to use music listening and other simple techniques to manage your emotions in such situations^{1, 2, 3}.

Music listening has been found to evoke a range of emotions and is the number one leisure activity among young people. Developed at the University of Queensland by Dr Genevieve Dingle and colleagues, the 4-session Tuned In course is delivered online in small groups with two Masters in Psychology student facilitators.

We use participant-selected music to evoke emotions in sessions, and activities designed to increase emotional response to music (drawing music-evoked imagery, body sensations, and lyric analysis). We learn about a 2-dimensional model of emotions that helps to locate our current emotional state and our goal emotional state (if that is different)

Program Sessions:

1. **Feelings are your Friends** (education about emotions and their functions)
2. **Fearing the Worst** (panic and anxiety related to exams and performance situations)
3. **Stress Less** (managing stress of multiple assignments due, procrastination, perfectionism)
4. **Finding the Fun** (enhancing positive emotions)

Tuned In is FREE for first year UQ students, and groups will start in week 3 and later in the semester. Sign up now: info@sharperminds.university

N.B. If you are enrolled in PSYC1030 or NEUR1020, you can earn up to 6 credits research participation. Sign up via the SONA system <https://uqpsych.sona-systems.com> and look for the Sharper Minds project listings.

¹ Dingle, G. A., & Fay, C. (2017). Tuned In: The effectiveness for young adults of a group emotion regulation program using music listening. *Psychology of Music*, 45(4), 513-529. . <https://doi-org.ezproxy.library.uq.edu.au/10.1177/0305735616668586>

² Dingle, G. A., Hodges, J., & Kunde, A. (2016). Tuned In emotion regulation program using music listening: Effectiveness for adolescents in educational settings. *Frontiers in Psychology*, 7. <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00859>

³ Vidas, D., Larwood, J., Nelson, N. L., & Dingle, G. A. (2021). Music listening as a strategy for managing COVID-19 stress in first-year university students. *Frontiers In Psychology*, <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647065>