



School evasion in Music Therapy undergrad course at the State University of Paraná

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Abstract

Enrolling in higher education is a multifactorial choice that involves financial, social, familial and personal reasons. Generally, throughout Higher Education, there is an evasion rate of students for various reasons. This study aims to understand the motivations for evasion in the Music Therapy undergraduate program at the State University of Paraná between 2013 and 2018. This study used a mixed methodology with descriptive statistics and qualitative data. After approval by the research ethics committee, an online survey was conducted. Twenty-two students participated in the study. The motivations that most influence the decision to abandon or pause the Music Therapy course were related to financial issues, lack of identification with the Music Therapy field and difficulty to develop musical competences and skills. Minimizing the rate of school evasion in the Music Therapy course maximizes the number of Music Therapists, socially strengthening the Music Therapy science and profession.

Keywords

Music therapy. School evasion. Higher education.

Evasão escolar na graduação em Musicoterapia da Universidade Estadual do Paraná

Resumo

O ingresso no ensino superior é uma escolha multifatorial que envolve questões financeiras, sociais, familiares e pessoais. Comumente há uma taxa de evasão de discentes por questões diversas em todo o ensino superior. Este estudo objetiva conhecer as motivações para a evasão na graduação em Musicoterapia na Universidade Estadual do Paraná entre 2013 e 2018. Trata-se de estudo de metodologia mista, com dados de estatística descritiva e dados qualitativos. Após aprovação no Comitê de Ética em Pesquisa, foi realizada coleta *on-line* com formulários estruturados. Participaram da pesquisa 22 respondentes. As motivações mais frequentes na decisão por abandonar ou trancar o curso referem-se a questões financeiras, à não identificação com a área da Musicoterapia e à dificuldade em desenvolver habilidades e competências musicais. Minimizar a taxa de evasão escolar na graduação em



Musicoterapia amplia o número de musicoterapeutas e fortalece socialmente a Musicoterapia como ciência e profissão.

Palavras-chave

Musicoterapia. Evasão escolar. Ensino superior.

**Evasión escolar en la graduación de Musicoterapia de la
Universidad del Estado de Paraná**

Resumen

La entrada a la educación superior es una elección multifactorial que involucra problemas financieros, sociales, familiares y personales. Comúnmente hay una tasa de deserción de estudiantes por varias razones a lo largo de la educación superior. Este estudio tiene como objetivo conocer las motivaciones para el abandono de la graduación de Musicoterapia en la Universidad Estatal de Paraná entre 2013 y 2018. Es un estudio de metodología mixta, con estadísticas descriptivas y datos cualitativos. Después de la aprobación del Comité de Ética en Investigación, la recolección *online* se realizó con formas estructuradas. Participaron en el estudio 22 estudiantes. Las motivaciones más frecuentes en la decisión de abandonar o bloquear el curso se refieren a cuestiones financieras, falta de identificación con el área de la Musicoterapia y dificultad para desarrollar habilidades y competencias musicales. La reducción al mínimo de las tasas de abandono en los estudiantes universitarios de Musicoterapia aumenta el número de musicoterapeutas y fortalece socialmente la Musicoterapia como ciencia y profesión.

Palabras clave

Musicoterapia. Abandono escolar. Educación universitaria.

1 Introduction

Enrolling in higher education is seen as a search for personal growth or, sometimes, is an answer to demands from family members, according to Magalhães and Redivo (1998). The authors also state that the desire to attend higher education is followed by expectations for independence, status and greater employability. However, some situations keep students from graduating from college, such as school evasion. According to Bardagi (2007), school evasion in higher education is a complex phenomenon with several aspects, and students' lack of satisfaction with the undergraduate course is only one factor.

Thinking about studies and policies regarding the theme of school evasion in Brazil, Kipnis (2000) points to the institution of the “Special Commission for the Study of Evasion” by the Higher Education Secretariat (Sesu, in Portuguese) at the Ministry of Education (MEC, in Portuguese), in 1995, as an important landmark in understanding this phenomenon. In that same year, MEC and Brazilian public universities expressed great concern with the issue, since evasion represented – and still represents – unfavorable data for education institutions, becoming a theme in the government’s programs.

In 1996, the National Association of Directors of Federal Higher Education Institutions (Andifes, in Portuguese), discussing issues of graduation, retention and evasion in Brazilian higher education, named three different forms of evasion:

- 1) *course evasion*: when the student withdraws from the course in different contexts, such as: abandonment (not enrolling anymore), dropping out (officially), transferring or changing courses, exclusion due to an institutional rule;
- 2) *institution evasion*: when the student withdraws from the institution where they were enrolled;
- 3) *system evasion*: when the student withdraws from higher education permanently or temporarily. (ANDIFES, 1996, p. 16, emphasis by the authors, our translation).

According to Bueno (1993), the word “evasion” can mean an active attitude by the student who decides to drop out within their own responsibility. There are, undoubtedly, countless factors, both internal and external, affecting the issue of their permanence in university. For that same author, the phenomenon of university evasion must be understood as centered in the professional choice of young people, which, in turn, concerns the possibilities to achieve a personal project. Therefore, the existence of evasion is a sign that there are students dissatisfied in the course and in their personal objectives (BUENO, 1993).

The lack of social prestige in certain professions decreases the incentive to persistently seek them. Low salaries and unsuitable work conditions cause, for example, teaching and baccalaureate courses to be considered as a secondary activity. In addition, limited possibilities of financial success, as an employee or in education, are presented in the beginning of university life and, in their first difficulty, students in courses with those characteristics, with limited job opportunities and lack of prestige, of work conditions, of financial success and of professional fulfillment, drop out of the courses (ADACHI 2009; BUENO, 1993).

Along with the evasion issue, it is necessary to mention, concerning the permanence of students in university, the processes of democratization of higher education. Filipak and Pacheco (2017, p. 1260, our translation) reflect about this and state that:

For the democratization of higher education in Brazil to take place effectively, it isn't enough just to guarantee free access for the student; educational public policies must guarantee their permanence, since, in addition to tuition, students need to cover food, transportation, housing, school materials, textbooks, photocopies, impressions, among others.

According to data from the Higher Education Census (Censup, in Portuguese), in 2017, 3,226,249 students enrolled in higher education institutions (HEIs). However, in the same year, only 947,606 students graduated, 238,061 (25.12%) in public HEIs and 709,545 (74.88%) in private HEIs, data which show a tendency for increase in private HEIs (INEP, 2017).

The undergraduate course in Music Therapy at the State University of Paraná (Unespar, in Portuguese) was the first of its kind at a public HEI in Brazil, beginning in 1983 and with a 4-year course load. In the last curriculum reform, in 2018, the Music Therapy course at Unespar restructured the pedagogical curricular project, starting to work with the offer of 52 mandatory classes (2,323 hours), 27 optional classes (270 hours) and elective classes, in addition to 420 hours of internships and 180 hours of complementary activities, adding also drafting a course conclusion paper and writing four case studies during the internships, with a total of 3,193 hours.

Since 2015, the course is part of the list of options at the Unified Selection System (Sisu, in Portuguese), offering 15 spots through the National High School Exam (Enem/Sisu) and 15 spots through the local entrance exam at Unespar, with yearly entrance, only in the first semester. An important detail about entrance through Sisu was the elimination of the Specific Abilities Test (THE, in Portuguese), which assessed musical competencies and skills of candidates for the Music Therapy course.

According to Unespar's website (c2019), the course's teaching staff is comprised of 12 professors, out of which six are music therapists and six are from related fields, such as Physical Education, Phonoaudiology, Pedagogy, Physical Therapy and Anthropology. The professors' academic qualification is distributed among six Doctors and six Masters, in

addition to recently hiring two other professors through a Simplified Selective Process for temporary vacancies.

In 2019, Brazil had seven undergraduate courses in the field, three in private HEIs and four in public HEIs. The public institutions, besides Unespar, are the Federal University of Goiás (UFG, in Portuguese), Federal University of Minas Gerais (UFMG, in Portuguese) and Federal University of Rio de Janeiro (UFRJ, in Portuguese). The private institutions are the Brazilian Conservatory of Music Therapy (Rio de Janeiro/RJ), the University Center of United Metropolitan Colleges (São Paulo/SP) and EST Colleges (São Leopoldo/RS).

Regarding issues of school evasion at Unespar, it is necessary to reflect about the low number of freshmen and graduates from the Music Therapy course at the institution. In 2017 and 2018, for example, there were only nine graduates, six in 2017 and only three in 2018. It is important to emphasize that both the class of 2017, whose entrance was in 2013, and the class of 2018, whose entrance was in 2014, had 30 spots in the entrance exams, but still went through the Specific Abilities Test. In 2013, 19 students enrolled, and in 2014, only 11 did. The scenario changed in 2015, with 30 students enrolling, with the university's affiliation to Sisu.

Seeking to combat the problem of evasion, in 2017, the Work Group for Access, Permanence and Evasion was created, aiming to “[...] discuss themes related to access, permanence and evasion at Unespar in order to propose actions that may improve, to some extent, the quality of the undergraduate courses at the university” (UNESPAR, 2017a, s.p., our translation). This fact shows sensibility and concern by the institution toward the theme of university evasion.

In this scenario, the research proposed here aimed to discover the motivations for school evasion in the Music Therapy undergraduate course at Unespar, collecting descriptive statistic and qualitative data concerning evasion at the Music Therapy course.

2 Theoretical-methodological paths

This research was developed using mixed methodology (CRESWELL, 2010), relating quantitative data, based on descriptive statistics with qualitative and quantitative variables, as well as qualitative data. Regarding qualitative data, according to Minayo

(2009, p. 21, our translation), qualitative research “[...] works with the universe of meanings, motives, aspirations, beliefs, values and attitudes [...], because human beings are distinct not only for acting, but for thinking about what they do and interpreting their actions”.

A non-probabilistic survey¹ was carried out, consisting of judgement according to the availability of participants. Methodologically, according to Gil (2008), the framework of this study can also be considered as an exploratory research, since it enables an approximation to a general vision of the issue being studied, expanding its understanding for later studies, interventions or even action policies.

For the qualitative analysis, reading and comprehension of data were guided by the proposal by Gomes (2009, p. 91, our translation), regarding “thematic content analysis”, following three steps for its execution: 1) pre-analysis, with exhaustive comprehensive reading in order to infuse the researcher with the content of the analyzed material; 2) exploration of the material, in which excerpts or sentences of the analyzed material are distributed, constructing nucleuses of meaning/categories; and 3) interpretation, final step in which an interpretative summary is carried out relating analyzed content with the proposed objectives and questions.

In this study, no categories were constructed *a priori*. All categories were constructed after data collection and exhaustive reading of the collected material; categorization was carried out by peers.

2.1 Data collection and ethical issues

The material for data collection was completely virtual, through an online form, containing questions about sociodemographic information and investigating the evasion phenomenon with the participants, with multiple-choice questions and one essay question. In order to guarantee the ethical aspects of the research, the project was submitted to the Brazil Platform for evaluation by the Ethics Committee for

¹ Surveys are investigations that collect data from a representative sample of a specific population, which are described and analytically explained. The intention is that results can be extrapolated to the universe of that population, avoiding a census, that is, listening to all individuals, which is usually impossible, due to the cost to collect and tabulate data, and aiming to improve data presentation (CENDÓN; RIBEIRO; CHAVES, 2014).

Research with Human Beings, approved with the CAAE number 80784517.1.0000.0094. The online form had, on its first page, the Free and Informed Consent Form (FICF).

2.2 Online questionnaire

The online questionnaire was available on the platform Google Forms, with four distinct sections. The first section presented the FICF, informing the participant about the research. The second section consisted of a survey of sociodemographic data, such as gender, year of birth, city and state. The third section asked about the period in the Music Therapy undergraduate course at Unespar, the year and entrance means with the options of traditional entrance exam, Enem/Sisu and graduate entrance, as well as asked if the respondent had moved from a different city to study. The fourth and last section of the questionnaire was divided in three options, in order to facilitate data collection and analysis. The participant should inform their situation in the university, according to the options: “a) I canceled my enrollment”; “b) I abandoned the course, but didn’t pause my enrollment”; and “c) I paused my enrollment and keep it paused”.

Subsequently, the questionnaire had a multiple-choice question (“Choose up to 3 items that most influenced your decision to cancel enrollment/abandon the course/pause enrollment”) and an essay question (“Are there other factors that motivated your decision to cancel enrollment/abandon the course/pause enrollment?”). The form items were constructed based on two main axes: the first was the research about evasion (BARDAGI, 2007; FILIPAK; PACHECO, 2017) and the second was common questions for researchers, based on the experience of the coauthor of this study.

2.3 Population and sampling criteria

The research population consisted of students who had paused or canceled enrollment or who had dropped out, from the Music Therapy course at Unespar, consisting of 26 participants through the online form between August 27th and October 21st, 2018. In order to constitute the sample, we requested, from the undergraduate

students, from the music therapists who graduated and were part of the researchers' network and from the coordinator of the Music Therapy course, the contact (e-mail and phone number) of students who fit the sample criteria.

The criteria for inclusion in the research were: 1) beginning the Music Therapy course between 2013 and 2018; 2) having paused enrollment between August and October 2018, when the online data collection was carried out, or having canceled enrollment; and 3) being available to answer the online form. The exclusion criteria adopted were: 1) beginning the Music Therapy course before 2013; 2) having active enrollment in the course; and 3) having graduated from the Music Therapy course.

3 Results and discussion

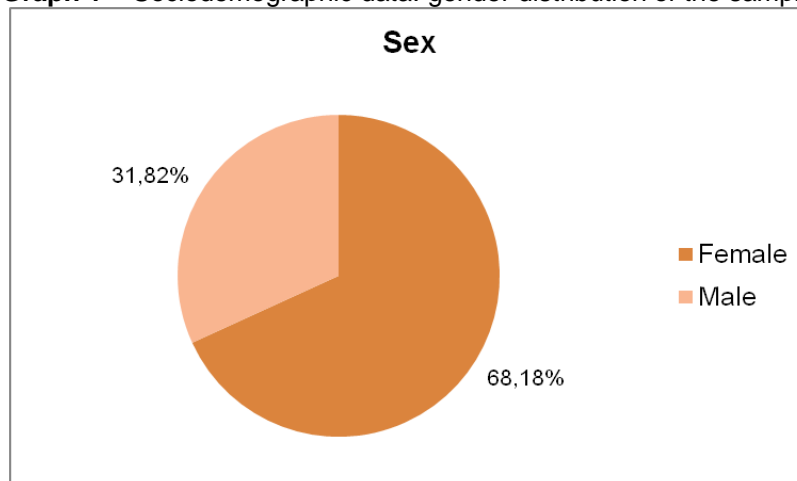
Out of 26 people who answered the form, four were excluded due to the time frame (entrance between 2013 and 2018); therefore, there were 22 (n=22) valid participants in this research.

3.1 Sociodemographic data

Regarding the gender distribution of the sample, the data (Graph 1) corroborate those presented by the National Institute for Educational Studies and Research Anísio Teixeira (2017), informing a higher enrollment of women than man in university. Although these are students who evaded the course, these data also go in the direction of what is known within Brazilian Music Therapy: the Music Therapy profession is overwhelmingly executed by women, with more female students in Music Therapy courses in general.

According to Godoy (2014), the beginning of Music Therapy in Brazil was closely related to women, information which corroborates what is stated by Matos, Toassi and Oliveira (2013), who investigated the process of feminization in health professions in Brazil, even though the authors don't mention Music Therapy.

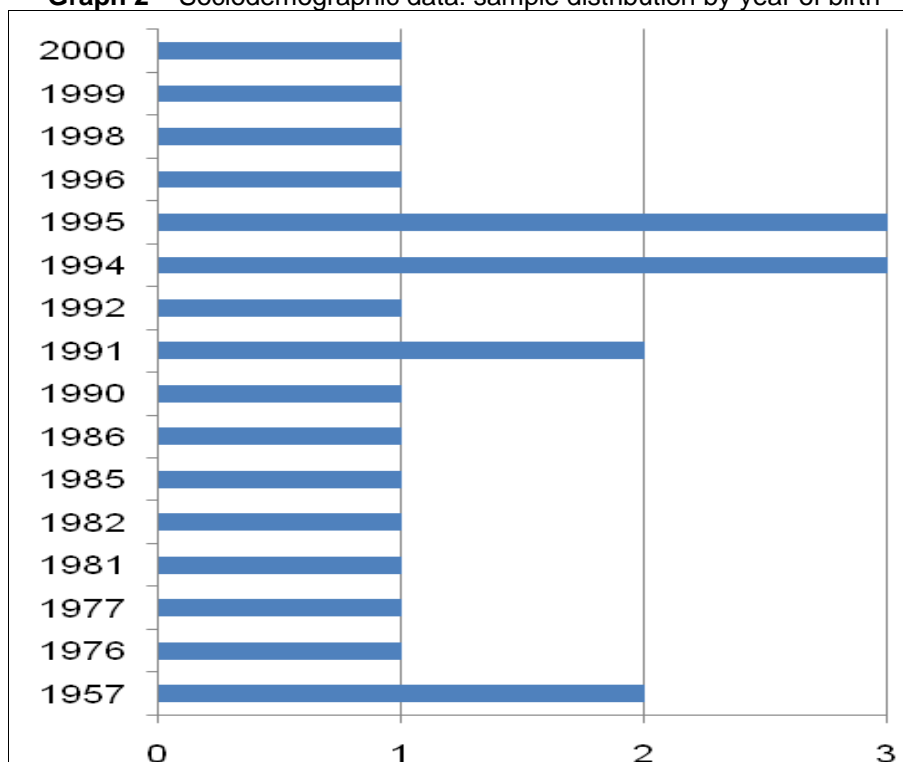
Graph 1 – Sociodemographic data: gender distribution of the sample



Source: Nascimento (2018, p. 9).

The years of birth of the participants (Graph 2) show a varied age group among those who evaded the Music Therapy course at Unespar. The participants were between 18 and 61 years old, information which also dialogues with the age groups present in the student body of the course and the diversity of ages in the classrooms.

Graph 2 – Sociodemographic data: sample distribution by year of birth

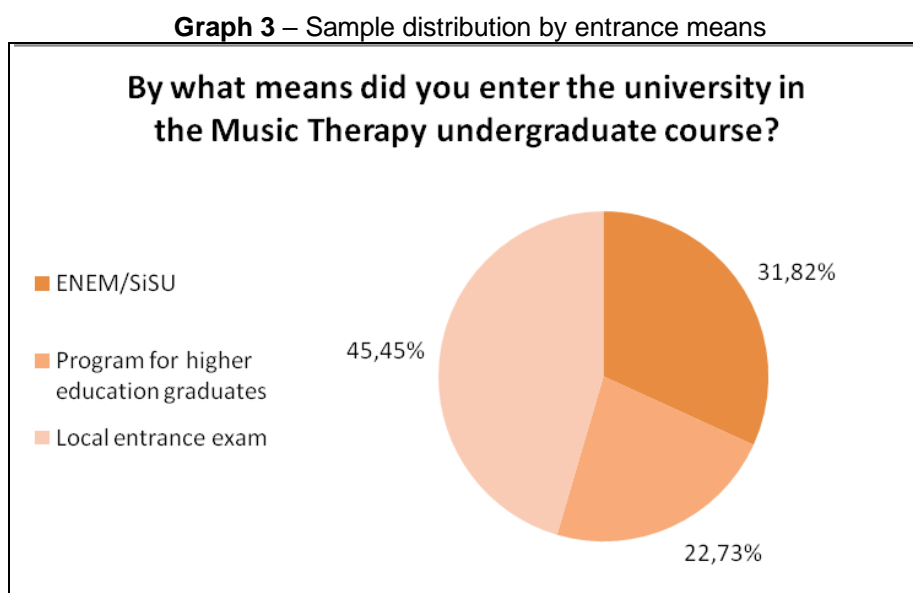


Source: Nascimento (2018, p. 10).

Still concerning the age aspect of participants, it is possible to question if the Music Therapy course was their first professional choice on a higher education level or if it was a second choice for those who already had other qualifications.

3.2 Data regarding affiliation with Unespar

The distribution of participants regarding entrance in Unespar was also diverse (Graph 3). They were distributed between 45.45% who enrolled through local entrance exam, 31.82%, through Enem/Sisu, and 22.73%, through the entrance program for higher education graduates.

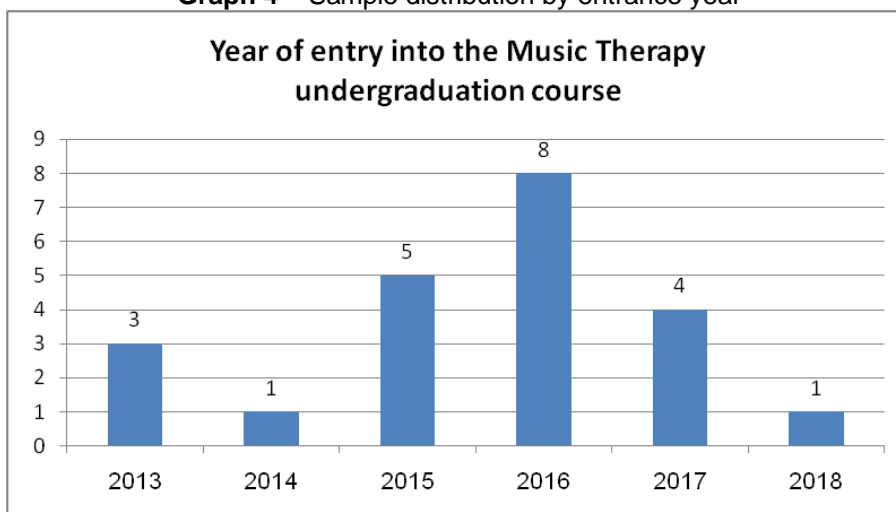


Source: Nascimento (2018, p. 10).

Regarding year of entrance to the course (Graph 4), the sample was distributed with a concentration in 2016, with eight participants; 2015, with five participants; and 2017, with four participants. The years of 2014 and 2018 had only one participant each, and the year of 2013 had three participants.

Another detail that helps understand this distribution concerns the entrance into the course. As we mentioned, in 2014, only 11 students were approved in the selective process, whereas, after 2015, with the inclusion of the course in Enem/Sisu, classes started to have 30 students or more per year.

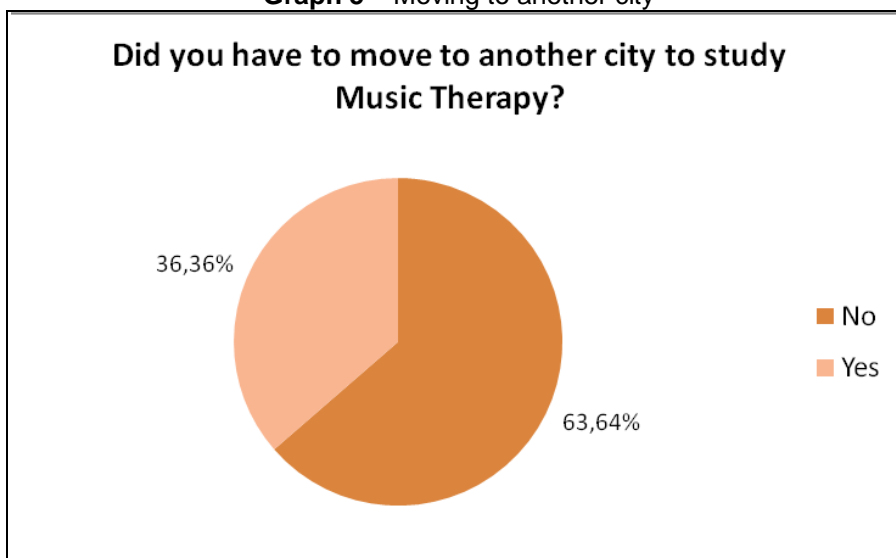
Graph 4 – Sample distribution by entrance year



Source: Nascimento (2018, p. 11).

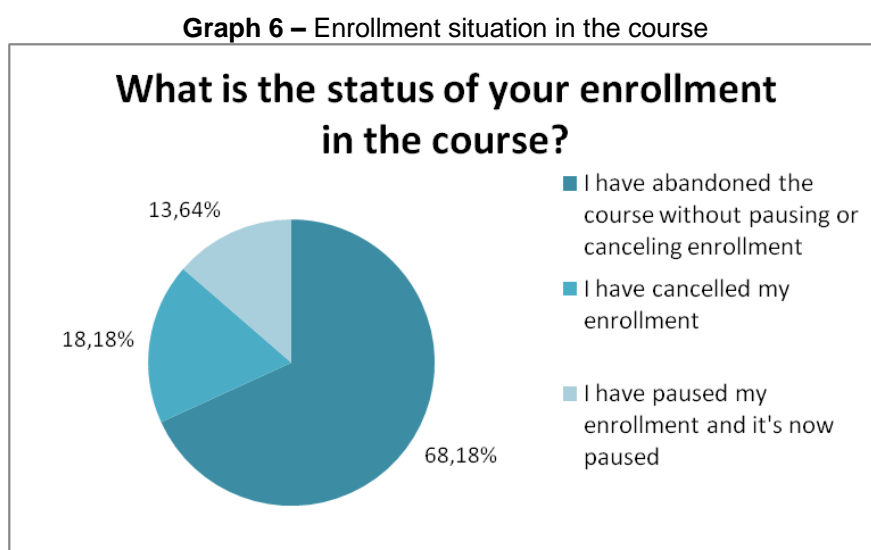
There are only seven undergraduate-level courses in Music Therapy in Brazil, mostly in the Southeast, South and Center-West regions. This causes students to frequently move to another city to attend classes. However, the participants informed that most of them (63.64%) didn't have to move to a different city to attend university (Graph 5). It is important to reflect about how Music Therapy courses promote a geographical spatialization, considering the student body's need to move to a different city.

Graph 5 – Moving to another city



Source: Nascimento (2018, p. 11).

The enrollment situation in the course (Graph 6) indicates that most participants (68.18%) abandoned the course without pausing or canceling enrollment. This is certainly a sensitive theme that deserves attention. Although Brazil is known for excessive bureaucratic procedures, both in the public and private spheres, the action of abandoning the course without pausing or canceling enrollment directly impacts the number of spots offered by the institution for higher education graduates.



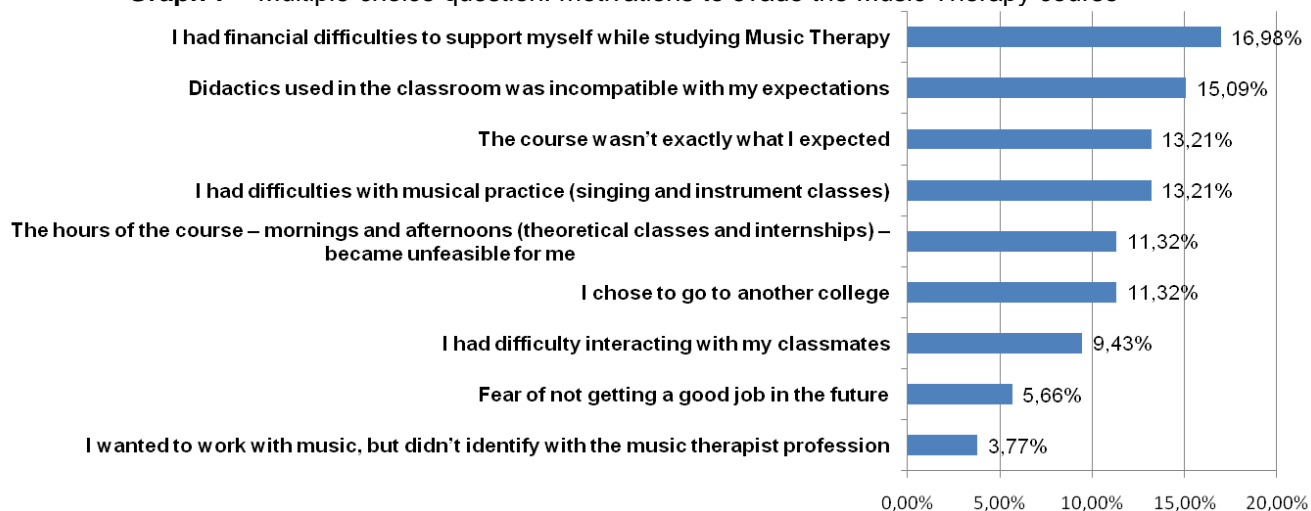
Source: Nascimento (2018, p. 12).

In the next topic, we discuss the motivations for evasion in the Music Therapy undergraduate course. The data will be presented in two groups, the first with the answers to the multiple-choice question in the online form, and the second with the thematic categorization of the answers to the essay question.

3.3 Motivations for evasion in the Music Therapy undergraduate course

The multiple-choice question that investigated the motivations for evading the Music Therapy course had 14 items, and each participant could choose up to three options to justify their reasons to drop out of the course.

Graph 7 – Multiple-choice question: motivations to evade the Music Therapy course



Source: Nascimento (2018, p. 13).

The option “I had financial difficulties to support myself while studying Music Therapy” appeared as the main motivation to drop out of the course, with 16.98% of answers. Unfortunately, that is a common reality in Brazil, considering the high level of socioeconomic inequality experienced by the Brazilian population. Maintaining a student in higher education, even if at a tuition-free, public education institution, still has costs such as housing, food, health, culture, leisure and others.

The policies of permanence offered by Unespar are still fragile. Data from 2015, at the Unespar website, informed that the institution had 10,445 enrolled students. Their permanence scholarship program, however, offers only 21 scholarships, divided between their seven functioning campuses, according to Public Selection n. 01/2017 – Institutional Program of Permanence Scholarship (UNESPAR, 2017b).

In addition to the fragility of permanence scholarship programs, it is important to mention that campuses Curitiba I and Curitiba II, the latter of which is the location for the Music Therapy course, still don't have University Restaurants, which affects financial aspects experienced by the student body.

As the second most expressive motivation for dropping out of the course, the questionnaire evidenced the option “Didactics used in the classroom was incompatible with my expectations”, with 15.09% of answers. This indicates a criticism by the participants toward teaching methodologies used in the classroom by the teaching staff of the course. Generally, classes offered by the course are divided among theoretical,

experiential and practical subjects. Volpi (2006, p. 40, our translation) states about this issue:

Some teachers who nowadays work in Music Therapy courses didn't have pedagogical training during university. This happens because in the curriculum there are no subjects that focus on teacher training in Music Therapy. There is also a lack of any other kind of pedagogical-didactic training to prepare music therapists for teaching, be it in extension, refresher or graduate courses.

The third most expressive motivation presented two tied options: "The course wasn't exactly what I expected" and "I had difficulties with musical practice (singing and instrument classes)", both with 13.21% of answers. The first one touches on a sensitive issue for Music Therapy regarding the identity of the music therapist as a professional and of Music Therapy as a science. Despite the almost 50 years of the field in Brazil, it's not unusual to find students who chose the course simply because of the name, without deeper research about the profession or the field. The lack of knowledge about the field directly impacts the imagination about what this professional does and how their training is structured, resulting in school evasion.

Music Therapy training requires, from students, musical skills and competencies. With the inclusion of the Unespar course in Enem/Sisu in 2015, the Specific Abilities Test for music was removed. Thus, the curriculum went through reform in order to distribute the subjects with strictly musical content throughout the course, but especially in the first four semesters. The development of musical skills and competencies can be very exhaustive for students who had no formal education in the field before enrolling in the course and also for those who had formal education.

As the fourth motivation for evasion, with 11.32% of answers, there are the options "The hours of the course – mornings and afternoons (theoretical classes and internships) – became unfeasible for me" and "I chose to go to another college". Concerning the hours, courses that are offered only on one shift tend to make it easier for the student body to work or join other projects that provide financial support. The Music Therapy undergraduate course at Unespar, however, has curricular components in the morning (theoretical and practical classes) and components that take place in the afternoon, such as the 420 hours of mandatory supervised curricular internship.

As a fifth motivation, with 9.43% of answers, was the option "I had difficulty interacting with my classmates". The option "Fear of not getting a good job in the future"

came in sixth place, with 5.66% of the answers. And the option “I wanted to work with music, but didn’t identify with the music therapist profession”, in seventh place, had 3.77% of answers. The other five options² available in the question weren’t chosen by any participants.

3.4 Other factors for evasion in the Music Therapy course

Beyond the motivations presented, the online form had the essay question: “Are there other factors that motivated your decision to cancel enrollment/abandon the course/pause enrollment?”, which aimed to create an extra space for participants to express themselves concerning their motivation to drop out of the course, not being a mandatory question.

Out of 19 participants, four simply answered “no”, while the other 15 answered the question with further information. In Table 1, we present a categorization based on the guidelines by Gomes (2009) for thematic content analysis. After the categorization, we found ten themes that motivated evasion in the Music Therapy course at Unespar.

Table 1 – Thematic categorization of answers to the essay question

T1 – Financial issues and the job market	Fear about positions on the job market and compensation.
T2 – Mental health	Mental health issues contributed to school evasion.
T3 – Musical abilities/knowledge	Difficulty concerning musical abilities and knowledge.
T4 – Issues concerning the selection process	Means of entrance to the course, emphasizing the lack of Specific Abilities Test in the process.
T5 – Relationship with classmates	Participants reported interpersonal issues in their relationship with classmates.
T6 – Teaching staff and structure of the public institution	Issues concerning the relationship with the teaching staff and the infrastructure of the education institution.
T7 – Curricular structure	Organization of classes and curricular content as reason for school evasion.
T8 – Motherhood and university	Issues concerning motherhood and university as a factor for dropping out.
T9 – Undergraduate course x specialization course	Participants had questions concerning Music Therapy training on the undergraduate and graduate levels.
T10 – Other	Other themes that don’t fit the aforementioned listed.

Source: Nascimento (2018, p. 17).

² The options were: “Lack of accessibility for disabled people”; “I had difficulty with the theoretical content”; “I had difficulty in interacting with teaching staff”; “Low performance on evaluations and activities”; and “My family disapproves of the course”.

Some theme categories that emerged after reading answers to the essay question had already been covered by previous options, for example, categories T1 (Financial issues and the job market), T3 (Musical abilities/knowledge), T4 (Issues concerning the selection process), T5 (Relationship with classmates) and T7 (Curricular structure).

Thus, for this study, the author didactically chose to discuss and expand the other theme categories, despite highlighting that the fact that these issues appear both in the multiple-choice and the essay part of the form emphasizes how strong these motivations were for participants to abandon the course.

In theme category T2, issues related to the participants' mental health are presented as motivation for school evasion. In the answers, participants highlighted significant clinical conditions experienced by them as motivation to drop out of the course, such as: depression, anxiety, panic syndrome, in addition to issues with family health. Reflecting about the health of the student body is also a role of the HEIs, through student assistance policies. This has become increasingly imperative, considering the significant increase of university students who die by suicide.

Theme category T6 shows the relationship with the teaching staff and the structure of the public institution as motivation for school evasion. In the answers, participants indicated delicate hindrances in the teaching-learning relationship, and it was possible to notice the indication of a methodological inability to work with students who had no prior formal experience with music and its different elements. In the words by Freire, P., Freire, A. and Oliveira (2016, p. 30, our translation): "[...] The fact that the teacher supposedly knows and the student supposedly doesn't know doesn't prevent the teacher from learning during the teaching process and the student from teaching in the learning process [...]. This is the essence of democratic education".

In the answers in this theme category they also mentioned political-social issues of public education, such as the frequent cuts in budget for education and the general precarious conditions of higher education, which is a permanent fighting item in the agenda of all groups involved in the public service at the institution, whether students, teachers or university agents.

In the T8 theme category, there was the motivation of the relationship between motherhood and university. The answers reported difficulty with the institution with issues concerning motherhood, also highlighting the factor of difficulty in interpersonal relationships with classmates.

The last theme category discussed in this topic is T9, which concerns issues about the training of music therapists at the undergraduate and the specialization levels. The participant informed that, in one class at the specialization, they learned more than in one year at the Music Therapy undergraduate course.

Although it is listed on the Brazilian Classification of Occupations with the number 2265-05, acknowledged as a profession with higher education, Music Therapy still lacks regulations in Brazil. In the current scenario, it is possible to become a music therapist through an undergraduate course (with a baccalaureate course) or through a graduate course (specialization).

4 Final considerations

This study indicated the main motivations for school evasion in the Music Therapy undergraduate course at Unespar. Financial difficulties of participants appeared as the main motivation to abandon/pause/drop out of the course. Nevertheless, it is important to understand the complexity that involves the theme of university evasion as a multidetermined event. Observing the data contributes to strengthen the permanence policies for the Music Therapy undergraduate course.

Reflecting about the motivations for evasion in the Music Therapy course is an important theme. The data in this research show the specificity that is characteristic to Music Therapy as an interdisciplinary field. As stated by Godoy (2015, p. 28, our translation), “[...] the music therapist doesn’t fit the category of physician, or musician, or psychologist, they are different professionals with a singular therapeutic knowledge”, which invites all of us in this field to a sensitive look on its issues.

Strengthening the undergraduate course and the music therapist professional goes through their training. The low number of graduates from the Music Therapy course causes some impacts; among them, we can mention that this number weakens the argument to maintain the course for the institution, the government, and different funding

entities, as well as decreases the offer of music therapist professionals with the proper title to act in the job market, running the risk of weakening the profession as a whole.

It is also important to mention, albeit briefly, the importance of reinforcing, in the age of technicism and specificity, quality training on the undergraduate level in Music Therapy. According to Arruda (2014), Music Therapy courses in Brazil have an average of 2,734 hours, which is markedly different from the 360 hours required for specialization courses. In addition, the development of Music Therapy as a science and profession requires collective effort of all those who study and practice it, which includes a deep reflection about the university evasion phenomenon that exists in the field.

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