

Syllabus for  
**MUT 353- Music Therapy II: Geriatrics**  
2 credit hour  
Spring 2024

I. COURSE DESCRIPTION

Music Therapy Techniques II is a study of music therapy procedures used with individuals in geriatric settings, and examination of issues concerning the use of music therapy within these populations. Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, review of written material/text, exams, and written assignments. Music Therapy Techniques II is writing enhanced course. Writing will be utilized as a learning tool. Special emphasis will be placed on technical writing skills necessary for success in the field of music therapy.

Prerequisites: MUT 153 Introduction to Music Therapy and  
MUT 156 Clinical Practicum Orientation.

Corequisites: MUT 356 Clinical practicum II: Geriatric

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After completing this course successfully, students will be able to:

- A. Become familiar with accepted methods and major philosophies/approaches of gerontological treatment and to demonstrate the ability to analyze logically and choose alternatives consistent with a personal value orientation.
- B. Develop working knowledge of common diagnoses, issues, therapeutic goals, and treatment techniques related to older adult populations including dementia and hospice patients.
- C. Further understand the dynamics and processes of the therapist-client relationship and of therapy groups and to use those dynamics and processes toward the accomplishment of therapeutic goals.
- D. Develop ability to use oneself effectively in the therapist role through appropriate verbal and nonverbal skills.
- E. Demonstrate competency in applying techniques in music therapy sessions for specific older adult populations, including methods of assessment, treatment planning, therapy implementation, evaluation, documentation, and termination.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: Music Therapy

This course meets the following Music Therapy program outcomes.

1. Train students to practice music therapy as an established healthcare profession that uses music to address physical, emotional, cognitive, spiritual, and social needs of individuals of all ages. Educate students to become (1) accomplished music therapists who can serve a wide range of patient populations with extensive clinical skill, knowledge, and experience, (2) equipped health care professionals utilizing evidence-based practice models of music in therapy and medicine, and (3) consummate professional musician and promoters of music therapy.
2. Prepare our students for music therapy internship and equip them to pass Music Therapy Board Certification Exam (CBMT).

3. Encourage students to globally advocate that music therapy improves the quality of life for persons who are healthy as well as children and adults with disabilities or illnesses by justifying and generating their own evidence of the effect of music therapy which brings powerful changes in people's lives.
4. Embolden our students to apply Christian Music Therapy which combines power of God's healing and effects of music and take the fundamental responsibility of being a Christian music therapist by providing the best possible music therapy treatment services for every client/patient who God deeply cares and loves.
5. Encourage students to integrate their Christian faith with the discipline of music therapy, practice servanthood of Christ for people in less fortunate situations through the music therapy clinical training, appreciate the glory and healing power of Christ visible in the music therapy process for individuals with various disorders, and experience God's covenants in the therapeutic procedure.

#### IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Personal Resilience
- B. Intellectual Pursuit

#### V. TEXTBOOKS AND OTHER LEARNING RESOURCES

1. Belgrave, M., Darrow, A., Walworth, D., & Wlodarczyk, N. (2011). *Music Therapy and Geriatric Populations: A Handbook for Practicing, Music Therapists and Healthcare Professionals*. Silver Spring, MD: AMTA
2. Clair, A. A. (2007). *Therapeutic Use of Music with Older Adults* (2<sup>nd</sup> Ed.), Silver Spring, MD: AMTA
3. McGowin, D.F. (1995). *Living in the Labyrinth*, San Francisco: Elder Books

It is the student's responsibility to obtain course materials by the second day of class. Exceptions regarding due dates will NOT be granted to students who fail to purchase textbooks on time.

#### VI. POLICIES AND PROCEDURES

- A. School and/or Department Policies and Procedures See Music Student Handbook
- B. Course Policies and Procedures

**Use of electronic device including cell phone during the class is strictly prohibited.** Lap top computer is only allowed for taking notes. If any student violates this policy, instructor will ask the student to leave the classroom immediately.

#### Assignments

**1. Article Summaries:** Each student will read at least 2 articles from the research literature regarding the use of music with geriatric population and hospice. Student need to select the research articles from *Journal of Music Therapy*, *Nordic Journal of Music Therapy*, and/or *Music Therapy Perspectives*. For each article read, students will write a summary report indicating the purpose of the article, the characteristics of the population, and a brief overview of the methodology and results, and conclusion and/or key points of the assigned research article. All

summaries must be typed and should include references in APA style. Student must also be prepared to discuss the readings on given due dates. More specific instructions for the research summaries will be given in class.

**2. Reaction Paper:** A one or two pages typed paper expressing your personal reaction to the book by

McGowin “*Living in the Labyrinth*”

**3. Therapeutic Simulations – Student Demonstration:** Students will design and implement two geriatric & hospice (1 for group patients with dementia and 1 for individual patient in hospice care) music therapy in class simulations during the semester. Each simulation is a demonstration of a clinical music therapy technique and requires the ability to explain and justify the technique. Students must demonstrate their knowledge of geriatric diagnoses, counseling skills, theories of music therapy and use of music within these simulations. Schedules and specific expectations for each simulation will be given at least two weeks in advance.

**4. Clinical Observation:** Students will observe at least 10 geriatric music therapy sessions led by a MT-BC at ORU Music Therapy Clinic. Students will submit weekly *Session Analysis/Evaluation Form*.

**5. Research Paper:** A research paper must relate directly to music therapy for geriatric patients and reflect the following: (a) a clear statement of the diagnosis/disease/problem and how it relates to application of music therapy, (b) a review of relevant research and professional opinion including at least 5 scholarly journal articles, and (c) a synthesis of the research and its implications for the use of music in treating geriatric patients. The paper must follow APA style (7<sup>th</sup>) and include 5-6 pages of text and a reference list. The paper should (1) review a minimum of five current research-based studies, and the review of each should indicate the study’s purpose and the results and conclusions that are relevant to the effects of music in geriatric population.

**6. Scholarly Reports & Exam:** Each student will complete 6 class written reports, and one final examination. For all reports, students will be responsible for obtaining materials and analyzing information from all readings on the assigned topic (s). The guide/expectation for each report will be discussed in the class. Review of the final exam will be given. No make-up exams will be given except in the case of student illness as verified by a physician’s note.

**7. Class group project:** Every student in MUT 353 will contribute to produce a geriatric music therapy online song book and/or media resources (YouTube channel, PPT, google doc. etc.). The range of number of songs in the song book or media resource is 50-75.

**Grading Policy:**

Article Summaries (5 pts. For each summary)	10 pts
Reaction Paper	5 pts
Therapeutic Simulation: Geriatric & Hospice (10 pts. Each)	20 pts
Clinical Observations (10 geriatric sessions led by MT-BC)	10 pts
Research Paper	10 pts
Scholarly Reports (5 pts. Each)	30 pts
Class Group Project	5 pts
Final Exam	10 pts

**Grading Scale:**

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = Below 60

\*In order to meet American Music Therapy Association (AMTA) standards, music therapy students are expected to obtain a grade of C or better in all core music therapy courses, including this one.

**VII. COURSE CALENDAR**

Week1 - Aging Process and Geriatrics

“ Neuro-Geriatric Music Therapy” by Dr. H. A. Lim

Week2 - Music Therapy with Older Adults

***Report 1: Needs in Geriatric Populations and Current profile of Geriatric Health Care***

Week 3 - Music Therapy Assessment for Older Adults in Geriatric Settings

***Report 2: Creating Geriatric Music Therapy Assessment Tool***

Week 4 - Music Therapy Intervention in Geriatric Settings

***Report 3: What should we consider to design Music Therapy interventions in geriatric Settings?***

Week 5 - Music Therapy and Dementia: Lecture/PPT by Dr. Young

\*Reading Due: Belgrave, Darrow, Walworth, & Wlodarczyk Ch.1, Ch.2, & Ch3

DUE: Article Review I (Suggested Topics: Geriatric Music Therapy and Effect of Music on Patients with Dementia).

Week 6 - Music Therapy Intervention for Patients with Dementia

\*Search for Geriatric Music Therapy Intervention Resources @ ORU MT Clinic (i.e., Dr. Lim's Geriatric MT intervention binder, interview with Jacquie Cox, MT-BC & interns, etc.)

***Report 4: Dementia and Music Therapy - Effect of Music and Musical Experiences in older adults/geriatric population***

Week 7 - Class Panel on McGowin, D.F. (1995). Living in the Labyrinth, San Francisco: Elder Books

DUE: Reaction Paper

Week 8 - Student Demonstration I: Music Therapy for Older Adults with Dementia

\*Each student must submit the session plan including the description of (1)Pt's problems or needs, (2) Clinical Diagnosis, (3) Goal and Objectives, (4) Non Musical Therapeutic Experiences, (5) Therapeutic Application of Music, (6) Step by step of procedure of the protocol, and (7) Summary of how music therapy technique influences the older adults with dementia (i.e., scientific -justification of music therapy in geriatric setting).

Week 9- Hospice & Music therapy in Hospice Program: Class reading/PPT by Dr. Lim

***Report 5: Music Therapy in Hospice***

Week 10 – Student Demonstration II: Music Therapy for a patient and/or family in hospice care.

\*Each student must submit the session plan including the description of (1) Pt's problems or needs, (2) Clinical Diagnosis, (3) Goal and Objectives, (4) Non Musical Therapeutic Experiences, (5) Therapeutic Application of Music, (6) Step by step of procedure of the protocol, and (7) Summary of how music therapy technique influences the patient in hospice program (i.e., scientific -justification of music therapy in palliative care).

Week 11 – Music Therapy Marketing and Promotion

*Class Group Project: Geriatric Music Therapy*

DUE: Article Review II

Week 12 – Future of Geriatric Music Therapy

***Report 6: Future of Geriatric Music Therapy***

Week 13- Research Paper Presentation

Week 14 – Class Review & Final Exam

\*Class meets on every Tuesday.

\*\*Student should watch/observe Geriatric MT Session on every Thursday and Submit Clinical Observation by 10 p.m. on the Thursday.

## Program Outcome Alignment: MUSIC THERAPY

This program contributes to the University outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

Program Outcome alignment with University Outcomes	Significant	Moderate	Minimal	None
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Spiritual Integrity				
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.			

Personal Resilience				
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.			
Outcome 17 AMTA Standard 8	Music Therapy Students will complete 1200 hours of clinical training including a full-time music therapy internship training at AMTA approved internship site with MT-BC's clinical supervision on a regular basis.			

Intellectual Pursuit				
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.			
Outcome 4 NASM 8.B.1.c	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.			
Outcome 5 NASM 8.B.2.a	Students will develop <b>aural skills</b> to identify intervals, melodic structures, chord qualities, and harmonic progressions.			
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.			
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.			
Outcome 10 AMTA Standard 1	Music Therapy Students will learn to accept clients for music therapy in accordance with specific criteria of a cognitive, communication, psychological, educational, social, or physiological need.			
Outcome 11 AMTA Standard 2	Music Therapy Students will develop and administer the music therapy assessment which includes the general categories of psychological, cognitive, communicative,			

	social, and physiological functioning focused on the client's needs and strengths, culture, as well as the client's responses to music, music skills and musical preferences.				
Outcome 12 AMTA Standard 3	Music Therapy Students will develop an individualized treatment plan based upon the music therapy assessment, the client's prognosis, and applicable information from other disciplines and sources.				
Outcome 13 AMTA Standard 4	Music Therapy Students will practice delivering services according to the written treatment plan with established therapeutic goals and objectives and providing the highest level and quality of music involvement consistent with the functioning level of the client by reflecting his or her best abilities as a musician.				
Outcome 14 AMTA Standard 5	Music Therapy Students will practice documenting the client's referral to music therapy, assessment, placement, treatment plan, and ongoing progress in music therapy in a manner consistent with federal, state, and other regulations and policies.				
Outcome 15 AMTA Standard 6	Music Therapy Students will learn how to terminate music therapy services when the client has attained stated goals and objectives, fails to benefit from services, can no longer be scheduled, or is discharged based on scheduling periodic reevaluation to determine the need for follow-up services.				
Outcome 16 AMTA Standard 7	Music Therapy Students will obtain knowledge of current developments in research, theory, and techniques in music therapy related areas specific to the populations and therapeutic settings.				

<b>Global Engagement</b>					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).				
<b>Bold Vision</b>					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry <b>in performance</b> through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.				