

OVERVIEW OF 30-HOUR CERTIFICATE IN MUSIC THERAPY



This course is made up of three stages and contains interactive and experiential elements.

Participants will:

- Gain a thorough understanding of music therapy and how it is used in various settings
- Be able to incorporate some of the tools and techniques learnt into their own therapeutic work with adults and/or children.
- This course is a useful stepping-stone for anyone wishing to undergo the full Post Graduate training in Music Therapy

Part 1: Understanding Music Therapy (10 hours)

Part 1 comprises 5 two-hour modules which aim to:

- Give participants a thorough understanding of music therapy and how it is used in various settings
- Introduce some of the tools and techniques that music therapists use in their work both in one to one and group situations

Part 2: Experiential Day (5 hours)

Part 2 comprises a 5-hour experiential day, focussed on teaching a variety of therapeutic music activities that participants will be able to incorporate into their own therapeutic work with adults and/or children in a healthcare or community setting.

Participants who successfully complete parts 1 and 2 will gain 1 credit and a certificate of completion for the '**Foundation in Music Therapy**.' This then qualifies them to continue on to part 3 for their '**Certificate in Music Therapy**' which carries a further credit.

Part 3: Internship (15 hours)

The internship is designed to be carried out in either the participants' place of work if appropriate, or an appropriate organisation such as a hospital, school or NGO.

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PART 1 - UNDERSTANDING MUSIC THERAPY (10 HOURS)



Module	Title	Elements
1 (2h)	Introduction	<ol style="list-style-type: none"> 1. Personal introductions 2. Overview of the course 3. What is Music Therapy? • Definitions of Music Therapy • Why Music Therapy? • History of Music Therapy • Music Therapy as an evidence-based practice
2 (2h)	Music Therapy Settings	<ol style="list-style-type: none"> 1. An overview of music therapy in the following areas: <ul style="list-style-type: none"> • Mental Health • Autistic Spectrum Disorder • Dementia
3 (2h)	Music Therapy tools and techniques Relating theory to practice.	<ol style="list-style-type: none"> 1. 'Tools of the trade' 2. Basic improvisation techniques: mirroring and matching 3. Unconscious processes (transference and countertransference) and core theoretical concepts (containment and affect attunement) in relation to music therapy)
4 (2h)	Music and Imagery	<ol style="list-style-type: none"> 1. Music and Imagery 2. Music and relaxation
5 (2h)	Approaches in Music Therapy practice	An overview of five different approaches in Music Therapy Practice and the settings they are suited to: Humanistic, Psychodynamic, Physiological, Developmental, Supportive

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PART 2 – EXPERIENTIAL DAY (5 HOURS)



10.00-10.15

Welcome and Introduction to the day.

10.15-11.00

Introduction to clinical improvisation in music therapy

11.00-11.30

Vocal workshop.

Activities and techniques designed to warm up the voice and improve vocal skills

BREAK

11.45-12.15

Therapeutic music activities designed to improve verbal and non-verbal communication

12.15-12.45

Therapeutic rhythm-based music activities designed to improve co-ordination

LUNCH

1.30-2.00

Therapeutic music activities designed to improve/maintain cognitive skills e.g., memory recall

2.00-2.30

Therapeutic Music Activities designed to stimulate creativity and improve emotional well-being

2.30-3.00pm

Video footage with examples of therapeutic music activities designed to improve clients' development in the above four areas.

3.15-3.30pm

Q&A and Close

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PART 3 – PRACTICAL INTERNSHIP (15 HOURS)

In order to proceed to the Internship, participants must have successfully completed the written assessment for the Foundation in Music Therapy and the 5-hour Experiential Day.

The internship is designed to be carried out in either the participants place of work if appropriate, or an appropriate organisation such as a hospital, school or NGO.

Following the initial guidance and advice on internships given by the course tutors, the participants will be expected to set up their own internships independently.

Time allocation

Task	Time
Setting up the group which includes identifying 2 or 3 clients and planning the therapeutic music program	5 hours
Weekly group sessions. 5 x 45-minute sessions plus 15 minutes per session for setting up	5 hours
Writing up session notes. 30 minutes per session	2.5 hours
Final Report	2.5 hours
Total Hours	15 hours

PRACTICAL INTERNSHIP (CONT)



Participants should use the therapeutic music activities taught on the experiential day, or from modules 3 and 4 of the Foundation course.

They can also use therapeutic music activities they have devised themselves or sourced from elsewhere.

The five sessions should be structured in the same way. For example:

'Hello' song

Rhythm-based activity

Activity to improve communication

Activity to improve cognitive skills

Activity to improve emotional well-being

'Bye bye' song

Students will receive a one-hour weekly supervision from a qualified music therapist throughout their internship plus one hour following their internship for support in writing up their final reports.

Students will have a maximum of one week following their internships to write and submit their final reports.

Reports must demonstrate that students have a good understanding of the group therapeutic music activities and their benefits. They should also comment on the specific benefits of the activities for each of their clients.

Ashwaas Wellness is in academic collaboration with St. Mira's College for Girls (Autonomous - affiliated to Savitribai Phule Pune University, Pune).

The Certificate in Music Therapy is accredited by St. Mira's College for girls and is worth a total of 3 credits.

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SUGGESTED READING



Alvin, J. (1975) *Music Therapy*. John Clare Books, revised edition

Bartleet, B., Higgens, L. (eds) (2018) *The Oxford Handbook of Community Music*. Oxford University Press (Oxford Handbooks Online)

Bruscia, K. (ed) (1998) *The Dynamics of Music Psychotherapy*. Gilsum NH: Barcelona

Bruscia, K (ed) (2006) *Case Studies in Music Therapy*. Gilsum NH: Barcelona

Bunt, L. (1994) *Music Therapy: An art beyond words*. London: Routledge

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Darnley-Smith, R and Patey, H. (2003) *Music therapy*. Sage Publications

Davies, A., Richards, E. (eds) (2002) *Music Therapy and Group Work*. London: Jessica Kingsley Publishers

Derrington, P. and Oldfield, A. (eds) (2015) *Music therapy in schools: working with children of all ages in mainstream and special education*. London: Jessica Kingsley Publishers

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Hallum, S., Cross, I., Thaut, M., (eds) (2014) *The Oxford Handbook of Music Psychology* (2 ed.) Oxford University Press (Oxford Handbooks Online)

McFerran, K. (2010) *Adolescents, Music and Music Therapy: Methods and techniques for clinicians, educators and students*. London: Jessica Kingsley Publishers

Oldfield, A. (2006). *Interactive music therapy - a positive approach: music therapy at a child development centre*. London: Jessica Kingsley Publishers

Pavlicevic, M. (2002). *Music Therapy - Intimate Notes*. London: Jessica Kingsley Publishers

Stige, B., Aarø, L. E. (2012) *Invitation to Community Music Therapy*. New York: Routledge.

Watson, T (ed), (2002) *Music Therapy with Adults with Learning Disabilities*. London: Routledge

Wigram T. (2004) *Improvisation: Methods and Techniques for Music Therapy Clinicians, Educators and Students*. London: Jessica Kingsley Publishers.

Wigram T, Pederson I.N., Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy: Theory, Clinical Practice, Research and Training*. London: Jessica Kingsley Publishers

Wood, S., Andsell, G., (2018) *Community Music and Music Therapy*. Oxford University

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12.

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