

MUSIC AND HEALTH
26MEDS2090

Course Supervisors:

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Description

This course will expand student knowledge beyond traditional coursework by including experientials paired with the growing scientific evidence of music and health outcomes. Students in health related fields will possess new ways to connect with their patients or clients through additional therapies and/or modalities that may be part of their existing skill set or of particular interest. Together we will learn how music can be a powerful, non-invasive therapy that can encourage exploration of self and community while supporting physical and mental well-being focused on evidence-based research. Students will experience first-hand, the ability of music to improve health outcomes, including the role of music therapy in health care and community based settings.

Course Rationale and Objectives

Rationale

Music is a valuable tool that can be utilized within health and community settings for optimizing wellness. The use of music for healing has been well documented for improvements in mental health, brain health, and even physical health.[1] Research studies such as *The ice-breaker effect*^[2] are increasingly highlighting the efficacy of the arts, and music specifically, in decreasing isolation and increasing connectivity. Researchers are also tracking biomarkers to illustrate the correlation between music making and decreased depression and anxiety.^[3]

Music can teach us about ourselves and other people, eliminating the need for language based communication that is not always accessible. Neuroscience research highlights that co-regulation through music (a centering/calming of the autonomic nervous system) allows for attachment and shared positive experience and consequent moving forward together in relationship.

Students will be provided weekly opportunities to participate in active music making experiences, learn the science and theoretical foundations behind each strategy, and reflect on how it may relate to self-care and community health. Developed and facilitated by Board-Certified Music Therapists, this course also exposes students to clinical work of the field. This course may also include guest lectures from other related disciplines including Neurology, Otolaryngology, and Musicology.

Learning Objectives

- Describe the scientific rationale behind music, neuroscience, connections and improved health outcomes.
- Explain how music is utilized to enhance healing as a complement to health, wellness and/or the healthcare experience.
- Learn about how music is processed in the body, focusing on the science that supports creating connection and resilience.
- Evaluate research correlating music making with improved social resilience and individual mental health.
- Articulate the difference between music and health and music therapy.
- Evaluate research on music in healthcare settings with sensitivity to varied cultural perspectives.
- Experience shared music and explore its connection to self-care.
- Recognize applications of Music Therapy in health and wellness. Explore ways a music therapist might approach healing and resilience.

[1] Macdonald, Kreutz and Mitchell. (2012). *Music, Health and Wellbeing*. Oxford Scholarship.

[2] Pearce, E., Launay, J., & Dunbar, R. I. (2015). The ice-breaker effect: singing mediates fast social bonding. *Royal Society open science*, 2(10), 150221.

[3] Fancourt, D. Perkins, R. Ascenso, S. et. al. (2016). Effects of Group Drumming Interventions on Anxiety, Depression, Social Resilience and Inflammatory Immune Response among Mental Health Service Users. *PLoS one*, 11,3:e0151136.

Course Materials

MacDonald, Kreutz and Mitchell. (2012). *Music, Health and Wellbeing*. Oxford Scholarship

Hanser, Suzanne and Mandel, Susan. (2010). *Manage Your Stress and Pain Through Music*. Berklee Press.

American Music Therapy Association: musictherapy.org

National Organization for Arts in Health: thenoah.net

Course Logistics

Course Format

Video content
Assigned readings and research
Weekly assignments
Weekly quizzes and reflections
Final project

Assignments

- Weekly Music and Health Log**
 Personal weekly music and self regulation activities recorded in a journal culminating in a self-care plan.
- Weekly Quiz and Reflection**
 Weekly 5 question quizzes derived from assigned readings and video content. Multiple choice quiz format and minimum 100 word reflection.
- Midterm Research Evaluation**
 Guided research analysis of a music based intervention from a peer reviewed journal.
- Shared Music Reflection**
 Written or video summary of a shared music experience.
- Final Site Visit & Presentation**
 A personal framework and reflection based upon attending a music event. As a culminating experience this project will challenge our perception of music experiences.

Course Schedule

Week	Unit	Readings	Major Assignments Due
1	Why Music	MacDonald: Ch 2	
2		MacDonald: Ch 3 Mandel: Chapter 4	
3	Music for Resilience	Article: "Brain correlates of music-evoked emotions" Stefan Koelsch	
4		Article: "Being Together in Time: Musical Experience and the Mirror Neuron System" Katie Overy, Istvan Molnar-Szakacs	Community Event 1 Due
5	Community Music	MacDonald: Chapter 5 and 6 Mandel: Chapter 5	
6		MacDonald: Chapter 7, choose one add'l chapter, 9, 10 or 11	Community Event 2 Due

7		MacDonald: Ch 25	
8	Midterm Week		
9	Everyday Uses of Music	MacDonald: Ch 27 Mandel: Chapter 7	
10		MacDonald: Ch 29	Research Evaluation Due
11	Music Applications & Tools	Mandel: Ch 5	
12	Project Week		
13	Music Therapy & Music in the Healthcare Setting	MacDonald: Ch 4, 12 Mandel: Ch 12	Shared Music Reflection Due
14		MacDonald: Ch 17, 18, 19 Mandel: Ch 14	
15			Self-Care Plan Due
16	Final		Site Visit Presentation Due

Assessment

Music and Health Log Submissions	70 points (5 points each week : 14 weeks)
Quizzes	60 points (5 points each week : 12 weeks)
Weekly Reflections	60 points (5 points each week : 12 weeks)
Midterm Research Eval	40 points
Shared Music Reflection	40 points
Final Site Visit Presentation	60 points

Total Possible Points	330 points
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Policies

Course Withdrawal : The University policy on withdrawal from this course will be followed. The process for withdrawal and the policies that govern grading are available at <https://www.uc.edu/about/registrar/registration/policies/add-drop-withdrawal.html>

Academic Integrity : The University Rules, including the Student Code of Conduct, and other documented policies of department, college and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct : <https://www.uc.edu/campus-life/conduct/student-code-of-conduct.html>

Special Accommodations

Disability : Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <https://www.uc.edu/campus-life/accessibility-resources.html>

Students registered with this office must request an accommodation from the faculty member in charge of the course during the first week of classes, or within one week of their registration with the Disability Services Office.

Title IX : Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to your course supervisor(s), they are required to forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website <https://www.uc.edu/about/equity-inclusion/gender-equity/title-ix.html> or contact the office at 556-3349.

Communication : Please verify that the University has the correct email for you. Please check Canvas regularly for updates and group communications. If you have any questions about the course and the expectations within this course, please contact us. The best way to communicate with us is via email.

This syllabus is subject to change at the discretion of the instructor.