

## 1.2. Major Interdisciplinary Course (MIC)

### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

<b>Programme Title</b>	:	Bachelor of Health Education (Honours)
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Therapeutic Use of Music in HealthCare
<b>Course Code</b>	:	HCS4061
<b>Department</b>	:	Department of Health and Physical Education Department of Cultural and Creative Arts
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	Lecture 13 hours Seminar/Tutorial 26 hours
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	4

##### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

There is raising awareness within global community and healthcare sector about the elements of music in action, value of music for enhancing individuals' well-being. The course will equip students with essential knowledge and skills for designing, organizing, and leading music activities with therapeutic purposes in various healthcare settings. It also enables students to grasp the inspiration in mindful music making and appreciation of music in different settings.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> define the basic elements of music;
- CILO<sub>2</sub> express mindful music making and appreciation;
- CILO<sub>3</sub> display the concepts of therapeutic use of music in healthcare;
- CILO<sub>4</sub> identify the effects of music activities for people with different healthcare needs;
- CILO<sub>5</sub> execute therapeutic music activities with appropriate techniques and resources in both individual and group natures;
- CILO<sub>6</sub> demonstrate the ability to plan and organize music activities for a diverse group of people against their healthcare needs.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Musical elements in relation to human responses	CILO <sub>1, 3</sub>	Lectures and video resources, workshop discussion, experiential exercises
Mindful music making and appreciation	CILO <sub>1,2</sub>	Lectures, readings and video resources
History of using music for therapeutic purposes	CILO <sub>3,4</sub>	Lectures and readings
Evidence-based practice of music used in physical, psychological and cognitive wellbeing	CILO <sub>1,4</sub>	Lectures, readings and video resources
Principles and components of planning music activities based on diverse healthcare needs	CILO <sub>4,5,6</sub>	Lectures, workshops and role-play
Strategies for facilitating music activities	CILO <sub>5</sub>	Workshops, presentation, reflective writing
Use of tools and technology -innovative e-musicking for interactive music activities	CILO <sub>2,5,6</sub>	Lectures, workshops and presentation
Risk assessment and precaution	CILO <sub>5,6</sub>	Lectures and discussion

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Formative and summative assessment: Class participation, discussion and in-class exercises	20	CILO <sub>1, 2,3</sub>

<p>on theoretical and practical aspects of music, body and mind.</p> <p>i. Reviewing an On-line Seminar: In relation to music, health and wellbeing “Rehabilitation from Disconnect to Reconnect”</p> <p>ii. Listening Test on Choosing and using Musing in different context</p>		
<p>b. Reflective writing (Individual)</p> <p>Students are required to search and read 5 peer-reviewed journal articles (within recent 5 years) related to the research studies on the use of therapeutic music in health care. After reading the journals articles, students are required to write around 900-words reflective journal to summarize the significant findings and implications of newly learnt information from the research studies on their future application related to healthcare service.</p>	30	<i>CILO<sub>1,2,3,4</sub></i>
<p>c. Group presentation</p> <p>i. Proposal writing: Each group (3-4 students) is required to write a comprehensive music activity plan.</p> <p>ii. Presentation: Each group should base on the written activity plan and prepare a 30-minutes video.</p>	50	<i>CILO<sub>5,6</sub></i>

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Aalbers, S., Fusar-Poli, L., Freeman, R. E., Spreen, M., Ket, J. C., Vink, A. C., . . . Gold, C. (2017). Music therapy for depression. *The Cochrane Database of Systematic Reviews*, 11(11), CD004517.
- Bradt, J., & Dileo, C. (2014). Music therapy for end-of-life care. *The Cochrane Database of Systematic Reviews*, 2014(3), CD007169.
- Bunt, L., & Hoskyns, S. (2013). *The handbook of music therapy*. Routledge.
- Cook, E. L., & Silverman, M. J. (2013). Effects of music therapy on spirituality with patients on a medical oncology/hematology unit: A mixed-methods approach. *The*

- Arts in Psychotherapy*, 40(2), 239-244. <https://doi.org/10.1016/j.aip.2013.02.004>
- de Dreu, M. J., van der Wilk, A.S., Poppe, E., Kwakkel, G., & van Wegen, E. E. (2012). Rehabilitation, exercise therapy and music in patients with Parkinson's disease: A meta-analysis of the effects of music-based movement therapy on walking ability, balance and quality of life. *Parkinsonism & Related Disorders*, 18 Suppl. 1, S114-S119. [https://doi.org/10.1016/S1353-8020\(11\)70036-0](https://doi.org/10.1016/S1353-8020(11)70036-0)
- DeNora, T. (2013). *Music asylums: Wellbeing through music in everyday life*. Ashgate.
- Hodges, D. A., & Sebald, D. C. (2011). *Music in the human experience: An introduction to music psychology*. Routledge.
- Kern, P., & Humpal, M. (Eds.). (2012). *Early childhood music therapy and autism spectrum disorders: Developing potential in young children and their families*. Jessica Kingsley Publishers.
- Levitin, D. J. (2019). *This is your brain on music: understanding a human obsession*. Penguin.
- Li, Y., Xing, X., Shi, X., Yan, P., Chen, Y., Li, M., . . . Yang, K. (2020). The effectiveness of music therapy for patients with cancer: A systematic review and meta-analysis. *Journal of Advanced Nursing*, 76(5), 1111-1123. <https://doi.org/10.1111/jan.14313>
- Macdonald, R., Kreutz, G., & Mitchell, L. (2012). *Music, health, and wellbeing*. Oxford University Press.
- Moore, K. S. (2013). A systematic review on the neural effects of music on emotion regulation: Implications for music therapy practice. *Journal of Music Therapy*, 50(3), 198-242. <https://doi.org/10.1093/jmt/50.3.198>
- Mössler, K., Gold, C., Aßmus, J., Schumacher, K., Calvet, C., Reimer, S., . . . Schmid, W. (2019). The therapeutic relationship as predictor of change in music therapy with young children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49(7), 2795-2809. <https://doi.org/10.1007/s10803-017-3306-y>
- Murphy, E. M., Nichols, J., Somkuti, S. G., Sobel, M., Braverman, A., & Barmat, L. I. (2014). Randomized trial of harp therapy during in vitro fertilization-embryo transfer. *Journal of Evidence-Based Complementary & Alternative Medicine*, 19(2), 93-98. <https://doi.org/10.1177/2156587213514054>.
- Pohl, P., Wressle, E., Lundin, F., Enthoven, P., & Dizdar, N. (2020). Group-based music intervention in Parkinson's disease – findings from a mixed-method study. *Clinical Rehabilitation*, 34(4), 533-544. <https://doi.org/10.1177/0269215520907669>
- Simon, P., & Szabo, T. (Eds.). (2013). *Music: Social impacts, health benefits and perspectives*. Nova Publishers.
- Sobotka, M., & Zoderer, I. (2016). The therapeutic use of harp in music therapy. *Nordic Journal of Music Therapy*, 25 Suppl. 1, 110-110. <https://doi.org/10.1080/08098131.2016.1180125>
- Tang, L., Wang, H., Liu, Q., Wang, F., Wang, M., Sun, J., & Zhao, L. (2018). Effect of music intervention on pain responses in premature infants undergoing placement procedures of peripherally inserted central venous catheter: A randomized controlled trial. *European Journal of Integrative Medicine*, 19, 105-109. <https://doi.org/10.1016/j.eujim.2018.03.006>
- Ware, A. (2013). The emerging field of harp therapy and its clinical applications. *Journal of the Australasian Rehabilitation Nurses' Association*, 16(2), 15-17. <https://search.informit.org/doi/10.3316/informit.487906908410843>

## 8. Related Web Resources

Music & Brain

<http://www.sixsongs.net>

Music & Brain

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/keep-your-brain-young-with-music>

Introduction to Music Therapy

[http://www.berkleeshares.com/music\\_education/intro\\_to\\_music\\_therapy](http://www.berkleeshares.com/music_education/intro_to_music_therapy)

Music Therapy: An Overview

<http://www.proedinc.com/Downloads/12109Ch01.pdf>

Music Intervention in Health Care

[http://beta2.lydteknologi.dk/sites/default/files/Pdfer/whitepaper\\_digital\\_enkelsidet.pdf](http://beta2.lydteknologi.dk/sites/default/files/Pdfer/whitepaper_digital_enkelsidet.pdf)

The National Academics Press

<http://www.nap.edu>

Music Therapy

[http://freepsychotherapybooks.org/product/863-Music\\_Therapy](http://freepsychotherapybooks.org/product/863-Music_Therapy)

Coast Music Therapy

<http://www.coastmusictherapy.com/free-resources/>

American Music Therapy Association

<http://www.musictherapy.org>

Music Therapy Research Blog

<http://www.musictherapyresearchblog.com>

British Association for Music Therapy

<http://www.bamt.org>

Journal of Music Therapy

<https://academic.oup.com/jmt>

## 9. Related Journals

Nordic Journal of Music Therapy

Journal of Music Therapy

Australian Journal of Music Therapy

Journal of Clinical Nursing

Journal of Psychiatric and Mental Health Nursing

Clinical Pediatrics

Palliative Medicine

Aging & Mental Health

Complementary Therapies in Medicine

Canadian Journal of Music Therapy

The New Zealand Journal of Music Therapy

Music Therapy Perspectives

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil