



CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH
MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE CAMP

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CONTENTS

S.No	Contents	Page no.
1	Introduction to SBV Aim-High	3
2	Innovative Music Therapy Initiatives	4
3.	Career Pathway	4
3.	Definition of keywords	8
4.	Post Graduate Diploma In Music Therapy	10
5.	M. Sc. Program in Medical Music Therapy	26
6.	Faculty and Facilities	37
7.	Reference Books and Online Resources	38



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MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE CAMPUS
Pillaiyarkuppam, Pondicherry - 607 402

INTRODUCTION - SBV AIM HIGH

Sri Balaji Vidyapeeth (SBV) is an inspired, adaptive and transformational institution that aspires to be recognized among the nation's best. SBV strives to achieve pre-eminence in medical education, innovation in research and excellence in ethical and effective healthcare. In addition to the primary focus on healthcare research, education and clinical services, SBV has adopted, developed and articulated several 'leadership' themes for priority initiatives, which will play a pivotal role in healthcare and medical education globally.

The main thrust of SBV is to strive towards excellence in areas which are also the focus areas of the Government of India and are considered to be at the advancing frontiers of medical science. SBV has set up several unique and innovative academies, each supporting a specific focus. Being a health sciences institution, SBV has focused its attention predominantly on the interface between modern medicine and Complementary/Alternative Medicine (CAM). This is a priority area of the Ministry of Health, Government of India, in the context of patient care and research. An extract from the relevant policy documents of the Government of India is presented here - "Complementary and Alternative Medicine or Traditional Medicine is rapidly growing worldwide. In India also, there is resurgence of interest in CAM." The policy emphasized the need for a meaningful phased integration of Indian Systems of Medicines with the modern medicines (<http://india.gov.in/national-policy-indian-systems-medicine-homoeopathy-ayush>)

The thrust areas for SBV, a Health Sciences Deemed-to-be-University, are: Integrative medicine, blending modern medicine with complementary and alternative medicine, and the development of unique and innovative postgraduate courses.

Since inception, SBV has been active in research and the practice of integrating traditional medical systems of India with modern contemporary medicine. SBV follows a holistic health system, informed by evidence derived from a critically appraised knowledgebase (SBV AIM HIGH). In a pioneering step towards integrating complementary therapeutic approaches with modern medical care, SBV introduced music therapy into patient care in 2010, simultaneously initiated relevant research and further initiated professional training in Music Therapy since 2014.

INNOVATIVE MUSIC THERAPY INITIATIVES:

Music Therapy is a growing allied health care profession in its nascent stage of development in India as music has been well researched to have profound effect on the body, mind and the soul. Treating the person as a whole instead of just the symptoms (integrative medicine) is an approach gaining popularity to achieve optimal health and healing and music therapy fits in as a perfect complementary therapy along main stream medicine. There is a very good scope of professionally qualified music therapists finding placements in hospitals, special education and rehabilitation settings and NGOs working on disabilities and assisted living. The university developed the first professional Post Graduate Diploma Program through Center for Music Therapy Education and Research, in a pioneering effort to prepare aspiring music therapists in the country. The objective of this music therapy program was to offer professional training to the students to begin their clinical practice in hospital settings both in music medicine and music therapy areas. The program was very well received by the students and also the program gained visibility across the globe which ended up in an overseas collaboration with the Department of Music Therapy at the IMC University of Applied Sciences, Krems, Austria. More so, as it is unique program offered from a health sciences university with the strong emphasis on both the art and science and not just the art side of music therapy. As the program was successful, the university has decided to further offer an accredited, credit and choice based Master's degree in Medical Music Therapy also aiming to prepare the students to pursue a Ph.D. program after completing the Master's program

Career Pathway

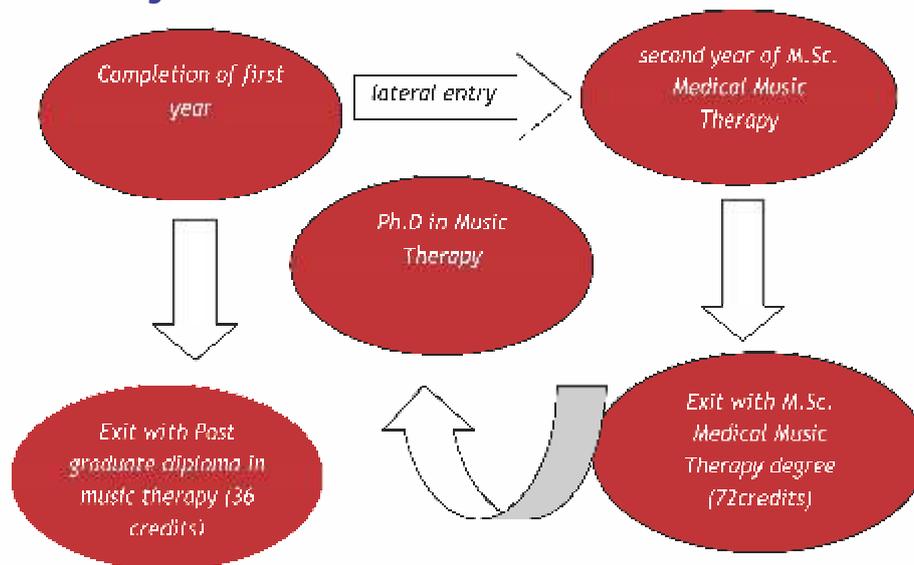


Figure 1: Career Pathway in Music Therapy

1. Pursue a one year Post Graduate Diploma in Music Therapy with 36 credits and exit with a certificate of PGDMT from SBV
2. Enter as a lateral entry into the second year of the 2 year M.Sc. Medical Music Therapy Program after completion of one year PGDMT. Complete the second year of the Master's degree program and exit with the certificate of M.Sc. in Medical Medical Music Therapy (72 credits)
3. Pursue a Ph.D program in Music Therapy from SBV in collaboration with the IMC University of Applied Sciences, Krems, Austria after the exit with the Master's Degree in Medical Music Therapy(MOU signed between SBV and IMC University of Applied Sciences, Austria for this program)

The major highlight of the new programs is adoption of Choice Based Credit System (CBCS) recommended by the NAAC and UGC as a major reform in higher education. As a corollary to this system, a competency based approach has been proposed for the new programs.

Advantages of the Credit System

To the learners	Focus from teacher-centric to learner-centric education
	Flexibility to choose courses according to their interest
	Flexibility to work according to their own pace and style of learning
	Facilitates learners' mobility across the courses, programs, institutes
	It accounts for the self-learning efforts made by the student
	Linked with Grading, which is fair to the students, compared with marks
To the Institutes	Provides scope for fixing, and assessing learning outcomes in an objective and transparent manner. Credit calculations are based on competencies and linked with study hours, rather than routine time table approach.
	Possibility to optimize the teaching workload, and respect teachers' expertise, interest and preference
	Twinning mechanisms can be developed with other institutes, to allow credit transfers
To the System, Parents, Society	To ensure uniformity in standards across the States, nation
	Facilitates issues of recognition and accreditation
	To move towards international standards
	Ultimately, it promotes quality assurance to the society

Competency Based Approach

Competency based approach is the hall mark of a progressive curriculum. Knowledge and skills are of no significance, unless they are used by the professionals for the benefit of communities.

“Competence is defined as the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individuals and communities being served.”

Epstein RM, Hundert EM. Defining and assessing professional competence. JAMA 2002;287:226-35.



While the programs' structure, broad framework and assessment pattern are governed by the Regulations, the scheduling of the course content, and the details of the examination shall be prepared and reviewed from time to time.

In summary, the proposed program gives immense flexibility to the learners to pursue diverse career as clinical practitioners, teachers and researchers in music therapy in a gradual manner. The system provides ample opportunities for self-directed learning, guided by extensive mentoring, small group learning and reflective practice within the campus as well as in the community set ups. It provides a new career pathway for the students to synergize the capacity building in music therapy allied health care profession.

Definitions of key words:

1. Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year. Each semester will consist of 24 weeks of academic work equivalent to 90 actual teaching days. the odd semester may be scheduled from July to December and even semester from January to June.

2. Program: An educational program leading to award of a degree, diploma or certificate. There are two programs offered from the university in Music Therapy. A Post Graduate Diploma program spanning one year with two semesters and a Masters degree in Medical Music Therapy spanning two years and four semesters.

3. Course: Usually referred to, as papers' is a component of a program. All courses may not carry the same weight. A course is designed to comprise lectures/clinical training /field work/outreach activities/project work/viva/seminars/assignments/presentations/self-study or a combination of some of these.

4. Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

5. Choice Based Credit System (CBCS): The CBCS provides choice for the students to select from the prescribed courses. The one year PGDMT program does not provide any choice for students as it comprises of courses which are mandatory as they are foundational. Only the second year of the Master's degree program offers choices for the students to select from the elective courses apart from doing the core courses in the third and fourth semester.

6.Credits: A Unit by which the course work is measured. It determines the number of hours of instruction required per week. Credits are awarded based on the following rationale. Engagement in direct instruction (lectures, seminars, symposium or any such interactive session), or direct mentoring experience imparted to the student (in Master's degree program) for a duration of 15 hours leads to One Credit; Engagement in a workshop series on Research Methodology conducted by constituent colleges of SBV for a duration of 15 hours attracts one credit. Engagement in 30 hours of independent study or self-directed learning/self-learning leads to one Credit. This may involve library work, assignments, observation/critiquing of mini-teaching, practice teaching, project work, web discussion, portfolio writing, field work, or any such activity supporting the course study.

7.Credit Point: It is the product of grade point and number of credits for a course.

8.Letter Grade and Grade Point: Two methods of grading are used in higher education system: Relative Grading or Absolute Grading. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. The UGC recommends 9 Letter Grades as follows:

Letter Grade	Grade Point	Marks range
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Average)	6	50-59
C (Below Average)	5	40-49
*R (Reappear)	4	39 or below
Ab (Absent)	0	

9. Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student at the end of a program. The CGPA is the ratio of total credit points secured by a student in various courses and the sum of total credits of all courses. It is expressed up to two decimal places.

10. Semester Grade Point Average: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

11. Transcript or grade card or certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

12. Certificate of Course completion: It is issued to a student based on 80% attendance of sessions/weekly seminars and internal assessment. The credits earned for the course will be mentioned in the certificate.



POST GRADUATE DIPLOMA IN MUSIC THERAPY

REGULATIONS



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Program Regulations

Duration of the Program:

One year spanning 48 weeks. There are eight courses including two practicum courses to be completed in two semesters. Each semester covers 24 weeks

No. of Seats: 10

Eligibility:

Prospective candidates will be health care and allied health care professionals having excellent skills in music (both with formal training/informal training demonstrable through an audition) having a bachelor's degree.

Open to candidates with any science degree with strong skills in music demonstrable through an audition.

Candidates having a Bachelor's degree in Music are also eligible to take up the program. All the candidates will be selected by a selection committee based on the audition requirements/entrance test as deemed necessary.

Program Structure:

The Post Graduate Diploma in Music Therapy program will detail on the music therapy foundations, clinical and psychological foundations needed for music therapy applications, interdisciplinary understanding and applications of music therapy and assessments and documentation. The content delivery will use a unique combination of self-directed learning and faculty led discussions/seminars using audio and video equipments, workshops, and CMEs. There will be theory classes for 2 hours on all the 5 days of the week with clinical practical classes both in the morning and evening. The practical classes are conducted in the CMTER OPD, music therapy room and along bedside with the in-patients. Assessment will be by formative and summative evaluation of both theory and practical that will be assessed through examinations at the end of each semester.

Students' Responsibilities:

Participants are required to attend the class room and bed-side clinical training sessions in the OPD of various clinical specialties in the hospital. Also, students are expected to submit all the assignments on the due date, maintain and submit portfolio reports (electronic or printed) which will contain a purposeful collection of their clinical work that exhibits a learning effort, and a reflective description of progress, achievements and competencies gained during the program to the satisfaction of the faculty. Create and maintain contacts through social media for effective and easy communication with faculty and student peers. Students are also expected to do the mock-tests held periodically to enable monitoring the academic progress as a part of internal assessment.

Program Goals

- 1. To create skilled music therapists**
- 2. To provide structured, supportive, experiential learning environment**
- 3. To apply music therapy in different therapeutic settings with diverse population**
- 4. To develop intrapersonal and interpersonal communication skills necessary for therapeutic communication**
- 5. To develop personal growth in self assessment, self expression necessary for therapeutic practice**
- 6. To develop knowledge and skills in: observation, analytical thinking, client assessment, treatment planning and designing, implementation, evaluation, documentation and self-evaluation**
- 7. To make students informed about music therapy research and ethics**
- 8. To prepare the students to pursue higher studies in music therapy and engage in research activities.**

Competencies and Outcome

1. Students get trained as skilled music therapists and begin their professional clinical practice by honing their clinical and music therapy skills integrating current research in the field
2. Enhance their personality in physical, psychological and spiritual dimensions.
3. Become reflective, and become sensitive to the aesthetic and therapeutic qualities of music. In addition, they develop a commitment to the subject of music and its therapeutic use.
4. Develop professionalism in the areas of music therapy standard of practice and professional competencies and code of ethics.
5. Become informed about music therapy research and ethics
6. Become good observers, critical thinkers, proficient in client assessment, treatment planning and designing, implementation, evaluation, documentation and self-evaluation

Semester 1 and Semester 2

Course 1 and Course 4	Course 2 and Course 5	Course 3 and Course 6	Final Examination
Music Therapy Foundations	Clinical Foundations	Psychological Foundations	Written
and	and	and	3 theory Papers and one practicum paper each semester
Music Therapy Applications	Assessment and Documentation	Inter-disciplinary understanding and approaches in Music Therapy	4x100=400 each semester
Directed learning Theory classes of 2.5hrs/wk x12 wks	Directed learning Theory classes of 2.5hrs/wk x12 wks	Directed learning Theory classes of 2.5hrs/wk x12 wks	
30 hrs X 2 courses = 60	30 hrs X 2 courses = 60	30 hrs X 2 courses = 60	
2 Cr + 2 Cr	2Cr + 2 Cr	2 Cr + 2 Cr	
Supervised Practicum 5 hrs/wk x 12 wks = 60 hrs x 2 courses = 120 hrs	Supervised Practicum 5 hrs/wk x 12 wks = 60 hrs x 2 courses = 120 hrs	Supervised practicum 5 hrs/wk x 12 wks = 60 hrs x 2 courses = 120 hrs.	
2 Cr + 2 Cr	2 Cr + 2 Cr	2 Cr + 2 Cr	

Self Directed learning	Self Directed learning	Self Directed learning	
Assignments and Portfolio	Assignments and Portfolio	Assignments and Portfolio	
5 hrs/wk x 12 weeks 60 hours x 2 courses 120 hrs	5 hrs/wk x 12 weeks 60 hours x 2 courses 120 hrs.	5 hrs/wk x 12 weeks 60 hours x 2 courses 120 hrs	
2 Cr + 2 Cr	2 Cr + 2 Cr	2 Cr + 2 Cr	
Total = 12 Cr 300 hours	Total = 12 Cr 300 hours	Total = 12 Cr 300 hours	Total Credits=36

Please see: [Credit Calculation](#).

One credit is gained by engaging in 15 hours of direct instruction, or 30 hours of self-study; Marks of each Semester examination are converted into Grade Points and SGPA computed as per UGC norms. CGPA is computed for the total of both semesters as per UGC norms.

DETAILS OF SYLLABUS:

SEMESTER I

COURSE 1. MUSIC THERAPY FOUNDATIONS

UNIT 1.1: Introduction to different elements of music like Melody, Rhythm, Pitch, tone, microtones, ornamentations, Timbre, Tempo, Voice and language with reference to Indian music, different genres of Indian music, Repertoire for music therapy, History of music therapy and Traditional Healing System

Unit 1.2: Introduction to what is health and well being, conceptual framework for music, health and well being, Bio medical and biopsychosocial approach to treatment of disease, Music as a biopsychosocial approach for restoring and improving health, Understanding what is music therapy and the misconceptions, where music therapists work, scope of music therapy applications, different methods of listening, playing musical instruments, improvisation and recreating participatory experiences and the broad range of responses to these different methods in clinical applications

UNIT1.3: Introduction to International approaches of music therapy (psychodynamic, behavioural music medicine and humanistic) and music therapy techniques used broadly within different methods like receptive music listening experiences, playing musical instruments and Improvisation to bring a relatively permanent change in the individuals opting for music therapy and improving the Quality of life.

UNIT1.4: Music Therapy Process – different stages of music therapy process,

UNIT 1.5: Time theory of Ragas, Integration of Ayurvedic Principles to Time Theory of Ragas, Chrono biological implications, principle of entrainment on how music can be used as an external pacemaker to entrain the biological rhythms when music is used as therapy

COURSE 2. CLINICAL FOUNDATIONS

UNIT 2.1: Human body as an integrated whole. Homeostasis and biological rhythms in various systems of human body. Their interdependent, harmonious and rhythmic working relationships in health and breakdown of these natural mechanisms in rhythm and harmony causing disease. Endogenous and Exogenous Rhythms, Circadian, Infradian and Ultradian rhythms

UNIT 2.2: Introduction to physiology and anatomy of hearing

UNIT2.3: Effect of music on the Autonomic nervous system activity, changes in the physiological measures like heart rate, HRV, respiratory rate ANS as a pathway exerting therapeutic influence on health and disease

UNIT2.4: Studying how brain processes music, major computational centers for music, role of Limbic system in processing music and emotions

UNIT 2.5: how singing and improvising can stimulate brain plasticity, brain mechanisms related to music supported training in motor and language areas

COURSE 3. PSYCHOLOGICAL FOUNDATIONS

UNIT 3.1: General Psychological Concepts like Motivation, learning, perception and cognition; emotions and its relation to music therapy practice and research and understanding human behavior and factors influencing human behaviour

UNIT 3.2: Understanding human development across life span through Psychological theories behind music therapy practice and research its need and application in modern health care. Principles and mechanisms of Psychoanalytic and psychodynamic theories

UNIT 3.3: Behavioural theories and approaches in music therapy practice

UNIT 3.4: Humanistic theories and approaches in music therapy practice

UNIT 3.5: Introduction to childhood disorders, Autistic Spectrum disorder and childhood anxiety and depression

PRACTICUM

UNIT 1: Exercises for developing clinical musicianship; Developing sensitivities to different aspects of music through understanding different structures of music and its effect on people around - form, pitch, raga, rhythm, timbre, tempo, volume and laya

UNIT 2: Exercises for developing repertoire for clinical use in hospitals

UNIT3: Learning techniques with different forms of relaxation training through music, guided imagery, unguided imagery, raga mala paintings (imagery) song writing and lyric discussion.

UNIT 4: Improvisational (raga and rhythmic) techniques by role playing in classes in both vocal and instrumental tuned and un-tuned, group and individual drumming

Unit 5: Learning to assess the musical profile of the patient in factors 1)musical interests, 2)listening pattern, 3)musical training, 4) responses to musical experiences and 5) musicality levels and tests to perform to assess musicality levels

SEMESTER II

Course 4. MUSIC THERAPY CLINICAL APPLICATIONS

UNIT 4.1: medico functional music for clinical application in pain management in hospitals, Pain theories (Gate control and neuromatrix theories) and role of music, MT techniques and clinical benefits

UNIT 4.2: Role of music in enhancing quality of life of geriatric citizens and in the management of various biological, psychological and cognitive aspects of aging.

UNIT 4.3: Music Therapy in Neurological rehabilitation. MT implications in cognitive, communicative, sensory motor and socio emotional impairment.

UNIT 4.4: Music Therapy for childhood disorders, children with special needs like learning disabilities, autistic spectrum disorder and other developmental delays

UNIT 4.5: Use of music for managing stress, cardiovascular disorders and respiratory disorders and cancer

Course 5. ASSESSMENTS AND DOCUMENTATION

UNIT 5.1: What is assessment in music therapy and how assessment is ongoing in music therapy sessions and assessments in different stages of music therapy process

UNIT 5.2: Assessing physiological measures, observation of behavior, performance of task, using self rating scales.

UNIT 5.3: How to organize focus groups, interviews and recording narratives in case studies

UNIT 5.4: Documentation which are specific to music therapy in recording the changes with respect to engaging, motivating and promoting creativity and self confidence in patients.

UNIT 5.5: Audio and video documentation

Course 6. INTERDISCIPLINARY UNDERSTANDING AND APPLICATIONS

UNIT 6.1: Music Therapy and psychopathology in ADHD, anxiety disorders and mood disorders

UNIT 6.2: Working alongside medical professionals in an interdisciplinary settings, areas for referral by other health care professionals. Music Medicine approaches. Practice and research areas.

UNIT 6.3: Introduction to endocrine and immunological systems. Important aspects related to research in these areas in music therapy, Stress: Psycho-neuro-endocrine and immune correlates.

UNIT 6.4: Introduction to Psychosomatics and mind body medicine relating to Music Therapy.

UNIT 6.5: Use of music in pediatric wards and infants and neonates

ADVANCED PRACTICUM

UNIT 1: Clinical placements in departments of Cardiology and Pulmonary Rehabilitation to work with clinicians with referral areas recommended by them. Music Therapy techniques for improving heart rate, respiratory rate and reducing Blood pressure and HRV and other psychological and psychosocial parameters

UNIT 2: Music Therapy areas to work with children with special needs. Community outreach placement to learn to create templates for MT assessment and work in collaboration with the other therapists on learning disabilities, autistic spectrum disorder and other childhood disorders.

UNIT 3: Clinical placement in Department of Psychiatry, maternity wards and department of Dermatology to identify music therapy goals and objectives and work both in in-patient and out-patient service areas.

UNIT 4: Group music therapy for senior adults and transgender community: Reminiscence and re-motivation techniques for adults in class room/ geriatric community placement centers. Outreach placements in a transgender community center to work with transgender community in groups for

UNIT 5: Submission of structured music therapy session activities as per assignments given to them (5 in number) to conduct music therapy sessions on different clinical populations on the basis of their learning

SCHEME OF EXAMINATION: The first two semesters will have 3 theory papers and 1 practicum

Theory papers: Duration: 2 1/2 hours Max marks 80
 Short answer questions (with a choice from 10 questions) 8x 10 = 80 marks
 Total = 80 marks
 Internal assessment = 20 marks
 Grand Total = 100 marks
 Three papers = 300 marks
 Practicum: 1 - II semesters
 MT activities based on unit 1-4 = 50 marks
 Viva & evaluation of project = 30 marks
 Internal Assessment= 20 marks
 Total = 100 marks

I semester marks (theory and practicals) =400
 II semester marks (theory and practicals) =400

SEMESTER I Examinations and Marks

	Max marks
Paper 1: Music Therapy Foundations	100
Paper 2: Clinical Foundations	100
Paper 3: Psychological Foundations	100
Practicum	100

SEMESTER II Examinations and Marks

	Max marks
Paper 1: Music Therapy Applications	100
Paper 2: Assessment and Documentation	100
Paper 3: Inter-disciplinary applications of music therapy	100
Practicum	100

Eligibility for appearing for the examination:

Attendance : 80 %; internal assessment: 50%.

Passing minimum: 50% marks in each of the theory papers (internal assessment – final exam) as well as in practicum (internal assessment + final exam) and an overall grade point of 6

Students should obtain 50 % marks separately in both internal and external evaluations. For practicum as well as theory papers, final marks will be the average of marks allotted by internal and external examiners (double evaluation system). Each theory paper is a 'stand-alone paper' and needs to be passed individually.

Those papers that were not passed in first semester may be carried over to the next, but all papers need to be cleared successfully to be eligible for award of PGDMT.

Computation of grades and grade points for reporting in transcripts:

The total of the marks obtained in internal (formative and summative) and final university (summative) examinations will be converted to Grades and the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as per UGC recommendations.

Transcript (Format):

Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the university will issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Total Marks 80

Marks 8X10

Time: Two and a half hours

- 1.Explain the history of music therapy development of India?
- 2.What are the misconceptions that cloud music therapy in India?
- 3.Explain any 5 improvisational music therapy techniques giving examples detailing the approaches within which these techniques are used
- 4.What are the different ways of thinking in music therapy and can you enumerate the theories behind these ways of thinking?
- 5.What is receptive music therapy and explain some receptive techniques
- 6.Explain what are the major international models in music therapy
- 7.What is your understanding of therapeutic communication in music therapy?
- 8.What are the different stages in the music therapy process? Explain.
- 9.Can you write in detail the learning theories behind the behavioural approach to music therapy?
- 10.Explain the major approaches in music therapy in which global music therapy advances?

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Model Question paper
SEMESTER – I
Paper 2 – Clinical Foundations

Time: Two and a half hours

Marks 8 X10 = 80

1. Write notes on 1) Integrative Medicine 2) Music Therapy as a complementary medicine
2. Explain the structure of the three divisions of the ear and how music is being processed in the ear?
3. List the Hormones synthesized by Adrenal Cortex. Describe the functions of Glucocorticoids.

Add a note on Cushing's syndrome
4. How does Hypothalamo Pituitary Axis control steroid synthesis and release?
5. Define and classify hormones and explain role of neuroendocrine and immunological markers in studies on music therapy.
6. Can you explain on the major computational centres of music and add on how brain processes music in these centers of brain?
7. Discuss on music listening and neuroplasticity
8. Can you explain how music therapy can be considered as a mind body medicine?
9. Explain the concept of homeostasis with reference to the compartmentation of cellular activities
10. Discuss the synthesis and actions of melatonin. Add a note on jet lag.

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Model Question paper

SEMESTER – I

Paper 3 – Psychological Foundations

Marks 8X10 = 80

Time: Two and a half hours

1. Write a note on human memory and its different models
2. What do you understand by humanistic views of personality and discuss the theory of self-actualization
3. Describe any two psychological childhood disorders that could be intervened through music therapy
4. Describe the Learning theories behind music therapy practice giving suitable examples
5. Explain Transference and Counter transference
6. Write short notes on 1. Ego mechanism and 2) Cognition
7. What is the difference between Autistic and Asperger's disorder and explain some music therapy goals to intervene them
8. Write a note on sensation and perception
9. What are theories of motivation? Explain them
10. Describe the impact of emotions when you are dealing with the patients during the music therapy sessions.

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Model Question paper

SEMESTER – I I
Paper 1 - Music Therapy Applications

Total Marks 80

Marks 8X10

Time: Two and a half hours

1. How is music therapy used in pain management?
2. What are a) the problem areas of geriatric patients that a music therapist works with and b) describe the geriatric music therapy techniques
3. Discuss the techniques used in music therapy programs in neurological rehabilitation in each of the areas 1) sensorimotor 2) Speech/language and Cognitive training
4. Can you explain in detail the auditory processing both in pre and post birth and musical behavior in new born phase?
5. Describe all the theories of aging
6. Can you explain in detail five areas in which music therapists work in a pediatric department and the methods that have been documented for use and positive effects.
7. Summarize the five step decision making process for providing evidence based practices for young children with ASD
8. What are the pre-academic skills that you work with as a music therapist with a child aged 3 years
9. Write on a) contingent singing b) Gate Control Theory of Pain
10. How do you apply music therapy with cancer patients?

Total Marks 80

Marks 8X10

Time: Two and a half hours

1. What is Assessment and how it is an ongoing process in evaluating the benefits of music therapy?
2. Prepare a document to ascertain the musical profile of a patient
3. What are the general functional areas a music therapist assesses during an initial assessment
4. What are the different models of documentation tools that are used in music therapy assessments?
5. Provide written documentation that demonstrates evidence-based outcomes related to addressed goals/interventions
6. How do you plan a music therapy treatment? describe the documentation process thoroughly
7. Discuss the MT assessment tools for Autistic Spectrum disorder
8. Document a music therapy session by giving a suitable example.
9. Case Study: Parvathy is a 78 year old woman diagnosed with probable Alzheimer's disease. She had been withdrawn and isolated. She also displayed great confusion and agitation typical of the middle to the late stages of the disease. She was referred to the care team of a day care facility with a psychologist and social worker to evaluate her case. The psychologist referred her to music therapy sessions. You meet her for the first time. Can you do a comprehensive initial assessment for the above case, plan the treatment formulating goals and objective and the method by which you engage the client in musical experiences?
10. Discuss the steps involved in the evaluation of music therapy benefits when working with a patient.

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Model Question paper

SEMESTER – II

Paper 3 - Interdisciplinary understanding and application in Music Therapy

Total Marks 80

Marks 8X10

Time: Two and a half hours

1. Discuss some MT referral areas in Cardio Vascular Disorders and Respiratory Disorders and the techniques that are used by giving some examples and formulating objectives
2. What are the practice and research areas in music in medicine?
3. Discuss objectives and techniques when working with patients diagnosed with anxiety disorders
4. Write in detail about music therapy studies in psychoneuroimmunology
5. Discuss music therapy as a mind body medicine with an understanding of psychosomatics
6. Explain the scope of music therapy in clinical depression
7. Discuss in detail the benefits of music therapy during pre and post procedures (both diagnostic and interventional) areas
8. Explain in detail music therapy strategies in stress management
9. What are the challenges of music therapists working in a hospital working as a part of the inter-disciplinary team?
10. Discuss some music therapy techniques that you will use with patients with anxiety and panic disorders



M.Sc IN MEDICAL MUSIC THERAPY

REGULATIONS



CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH
MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE CAMP

PUDUCHERRY - 607403, INDIA

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Website : <http://www.sbvu.ac.in>

Program Duration:

The Master's degree program in Music Therapy will have four semesters spanning two years
One year spanning 96 weeks. Each semester covers 24 weeks

No. of seats: 10 (ten)

Eligibility:

1. Prospective candidates will be health care and allied health care professionals having excellent skills in music (both with formal training/informal training demonstrable through an audition) having a bachelor's degree.
2. Open to candidates with any science degree with strong skills in music demonstrable through an audition.
3. Students who have completed the PGDMT program with SBV with an overall grade point of six / equivalent one year PGDMT program from any other institution can directly be admitted to the second year of the Masters degree in lateral entry.
4. All the candidates will be selected by a selection committee based on the audition requirements/entrance test as deemed necessary.

Program Structure:

The first year syllabus (1st and 2nd semester) will be the same as PGDMT and will detail on the music therapy foundations, clinical and psychological foundations needed for music therapy applications, interdisciplinary and applications of music therapy and assessments and documentation. The content delivery will use a unique combination of self-directed learning and faculty led discussions using audio and video equipments, workshops, seminars and national/International conferences. (Evaluation and Examinations as per regulations of PGDMT program)

In the second year, there will be theory classes for 2.5 hours of mentoring classes during a week with clinical practical training both in the morning and evening. The practical classes are conducted in the CMTER OPD, music therapy room and along bedside with the in-patients. The clinical training is also in the form of community music therapy services with opportunities given to the students to work with geriatric individuals, children with special needs and transgender population.

In the second year, the first semester will consist of a course on Research Methodology and two electives to be selected from 8 topics in clinical applications of Music therapy. One of the electives will entail 5 case studies and a monograph based on literature review in the elective and the other elective may have an experimental design study and a monograph submitted based on literature review. The monographs emanating from the electives chosen will be assessed by internal guide with viva and practicals and a written examination. The research methodology will have a written theory paper for 100 marks at the end of 3rd semester. The 4th semester will consist of an expansion of one of the electives into a major research project culminating in a dissertation/viva which will be evaluated for 100 marks. During both semesters there will be extensive practical training and hands-on clinical experience that will be assessed by internal audit prior to the final semester examination and viva voce by an external examiner. Requirements of attendance, portfolio, internal assessment and assignments must be fulfilled to be eligible for the award of Master's Degree.

Student's Responsibilities:

Participants are required to attend the class room and bed-side clinical training sessions in the OPD of various clinical specialties in the hospital. Also, students are expected to submit all the assignments on the due date, maintain and submit portfolio reports (electronic or printed) which will contain a purposeful collection of their clinical work that exhibits a learning effort, and a reflective description of progress, achievements and competencies gained during the program to the satisfaction of the faculty. Create and maintain contacts through social media and email accounts for effective and easy communication with faculty and student peers. Students are also expected to do the mock-tests held periodically to enable monitoring the academic progress as a part of internal assessment.

Attend the Web based discussions with the faculty of the overseas partners The IMC University of Applied Sciences, Krems, Austria during the online classes conducted

Choose two areas of clinical music therapy applications and do two mini projects and one major project which is the main component of getting awarded the Masters degree. Every candidate is expected to identify, plan and conduct one major research project, on an area of interest and from one of the two electives chosen which should be relevant in the context of music therapy. Project work involves identification, designing, implementation of the project, leading to submission of a dissertation as per norms and specification made by the University. Every candidate will be assigned a Guide (if necessary a Co-Guide) from the panel of Guides approved by the University. The facilities and norms for the submission of dissertation shall be governed by the Rules and Regulations passed by the SBV from time to time.

Course 1	Course 2	Core Courses 3 and 4	Final Examination
Elective 1	Elective 2	Research Methodology	
July – Sept	Oct – Dec	July – September	Paper 1: Elective 80 + 20 Marks*
Weekly Mentoring 2.5 hrs/wk for 12 wks (30 Hrs)	Weekly Mentoring 2.5 hrs/wk for 12 wks (30 Hrs)	Initial workshop series and grounding in theoretical foundations of research 30 Hours (2 Credits)	Paper 2: Elective 80 + 20 Marks*
2 Credits	2 Credits	January to June	Paper 3: Core 100 marks
Self study leading to a monogram	Self study leading to a monogram	Identification, designing, implementation of an educational project, leading to the submission of dissertation:	Dissertation and Viva (100 – 100)
2 h/day for 90 days = 180 Hours	2 h/day for 90 days = 180 Hours	Self study of 2.5 h/day under a Guide for 168 days. 420 hours = 14 Credits	Portfolio = 50
6 Credits	6 Credits	Total Credits for Research = 16	Internal Assessment =50 (This includes Assignments (25)
Total Credits = 8	Total Credits = 8	Maintaining portfolio/regular reflective reports of clinical practice planning = 60+60=120 Hours = 4 Credits	Mock model exams (25)

Total Credits = 36; The final examination marks are converted in to Grade Points and CGPA is arrived for a total of 36 Credits.

*20 Marks are allotted for Monograms, based on elective areas and are assessed internally.

Total = 600
Marks

Core Course Research Methodology

Research methodology is the core course of M.Sc. program. It involves:

- i) Initial grounding in research methodology facilitated through a Research Methodology workshop series conducted SBV, jointly with other programs
- ii) Mentoring experience from the Guides appointed by the Director of CMTER
- iii) Self-learning and independent work by the candidate with his/her Project which involves extensive planning, formulation of research question, collection of data, analysis and submission of a dissertation as per the specifications by the University.

Competencies expected

- i. Theoretical knowledge and skills underlying the research process
- ii. Ability to apply these in carrying an educational project which involves the following steps/skills:
- iii. identification of a research problem/project; extensive literature review by utilizing modern techniques
- iv. writing a research protocol
- v. identification/developing of appropriate tools/techniques for collecting data
- vi. using appropriate statistical method(s) for interpreting data
- vii. using graphs, charts and other modes of data presentation
- viii. ability to write scholarly a dissertation of about 75 pages
- ix. skill in using appropriate software for managing bibliography/references.
- x. ability to oral and poster presentations based on the research work

SEMESTER III SYLLABUS

Course 7. RESEARCH METHODOLOGY AND STATISTICS

Research Methodology: Common Module for SBV

Unit 1: Process of selection of research question including prioritization and feasibility, research Process, process of writing a research proposal, scientific writing for thesis and research publications.

Unit 2: Review of literature: what is review of literature, need for review of literature, primary and secondary sources of review, treatise, monographs, patents, current literature methods, abstraction of research papers, major secondary sources, bibliographic databases, web as source of information, information retrieval, information processing, critical evaluation, organization of materials collected and writing of review, methods of writing references and bibliography. Scales of measurement: Basic concepts in response scales, types of scales, categorical scales, nominal scales, ordinal scales and interval scales, visual analogue scales, composite scales, Guttman scale, Likert scale, principles and approaches in questionnaire development.

Unit 3: Measures of disease frequency and association, prevalence, incidence, crude, specific and adjusted (standardized) rates, sensitivity, specificity, relative risk, Odds ratio, attributable risk and interpretation of measures of association.

Unit 4: Type of studies – Observational and experimental studies- case reports and case series, cross sectional studies, hypothesis formulation. Case control studies: Design and conduct of case control studies, analysis and interpretation of results, bias in case control studies. Cohort studies: Types of cohort studies, design and conduct of cohort studies, analysis and interpretation of results, bias in cohort studies. Interventional studies: Types of interventional studies, design and conduct of randomized controlled trials, analysis and interpretation of results. 1. Ability to distinguish between clinical research and educational research and use Qualitative methods for pursuing their projects.

Unit 5: Evaluating role of bias and confounding: Types of bias, control of bias, evaluation of role of bias, nature of confounding, methods of controlling confounding. Statistical association and cause effect relationship: Evaluation of the presence of valid statistical association, judgment of a cause-effect relationship. Drug discovery and evaluation: Historical approaches in drug discovery, pharmacological approaches of modern medicine, new approaches in drug discovery, pharmacological evaluation methods

Unit 6: Presentation and summarization of data: Types of variables, data presentation, tables and charts. Measures of central tendency and location: Mean, median, mode, percentiles, quartiles, and Box-plot. Measures of dispersion: Range, inter-quartile range, mean deviation, standard deviation and coefficient of variation.

Unit 7: Probability: Probability, measurement of probability, laws of probability for independent events, conditional probability, Bayes' theorem. Probability distribution: Binomial distribution, Poisson distribution, normal distribution, Standard normal distribution, t– distribution. Sampling: population, sample, sampling variations and bias, purpose of sampling, probability sampling methods, concepts in calculation of sample size.

Unit 8: Test of Statistical significance: Inferential Statistics, hypothesis testing, level of significance, p value, selecting an appropriate Statistical test. Confidence interval of mean, statistical test of significance for difference between two means and more than two means (ANOVA). Confidence interval for proportion, statistical test of significance for difference between two proportions and more than two proportions (chi-square test) Correlation, linear regression, multiple regression and logistic regression. Non parametric methods: sign test, Wilcoxon signed-rank test, median test, Mann-Whitney test, Kruskal-Wallis test, Friedman test, Spearman rank correlation coefficient, Advantages, disadvantages and application of non-parametric tests.

Unit 9: Application of Program evaluation: Theory, process, tools, and application in evaluating educational program. Familiarity with tools/techniques such as program logic, flow-charting, Gantt chart, forward planning, backward planning, Delphi technique, appreciative inquiry, affinity mapping, network analysis.

Unit 10: Ethics and biomedical research: General principles on ethical considerations involving human subjects, ethical review procedures, Institutional ethics committee, its organization and functions, general ethical issues. Specific principles for clinical evaluation of drugs / devices/ diagnosis/vaccines/herbal remedies, specific principles in epidemiological studies, specific principles in human genetic research, specific principles for research in transplantation including fetal tissue implantation. Ethical guidelines for experimental animals: Sources of experimental animals, Lab animals husbandry and management, anesthesia and euthanasia, laboratory animal ethics, animal ethics committee, its organization and functions, ethical guidelines for use of animals for scientific research, CPCSEA guidelines, in-vitro system to replace animals, legal provisions for experimentation of animals.

Advanced Practicum in the third and fourth semester

Students will be trained in the hospital to work with clinical population registered as both in-patients and out-patients at with departments of different clinical specialities like Psychiatry, Paediatrics, OBGYN., Radiology, Surgery, Anaesthesiology, Cardiology, Orthopaedics and Dermatology. Students also get opportunities to offer community music therapy services to geriatric individuals in old age homes, children with special needs and autism in education settings (schools and NGOs) and to work with transgender population. The students actively work under supervision to address behavioural, communicative, emotional, cognitive and attention issues with patients having cardio vascular and respiratory disorders, neuro-psychiatric disorders, musculo skeletal disorders, pregnant women, neonates, infants and children and get advanced training to improve Quality of Life, provide procedural support, alleviate pre and post surgical pain and anxiety, reduce depressive symptoms, improve sleep quality, reduce blood pressure, improve respiration to name a few objectives.

ELECTIVES-1 & 2

In the 3rd semester, students will undertake two electives of 12 weeks each (special music therapy application areas) for in depth study under mentorship of CMTER faculty. Literature review and 10 case studies are to be completed in any two of the topics detailed below.

Each of the electives will be undertaken in various clinical departments of the hospital and be evaluated on the basis of a monograph and written theory paper.

Details of rationale for their work, literature review, materials and methods, music therapy techniques and concepts applied, results of their work, strengths and limitations, conclusions and recommendations drawn from their work will be basis for these papers.

Projects (Elective) topics for semester III and IV

Elective1. Pain Management

Projects (Elective) topics for semester III and IV Elective2. Procedural Support

Elective3. Mind body Medicine

Elective4. Brain Biomarkers and Psychiatric Rehabilitation

Elective5. Community Health

Elective6. Neurological Rehabilitation

Elective7. Children with Special Needs

Elective8. Paediatric Applications

SEMESTER III

Max Marks

Elective 1: Project

100

Elective 2: Project

100

Core Course: Research Methodology

100

SEMESTER IV

Max Marks

Core Course : Dissertation and Viva

200

Internal Assessment

100

Eligibility for appearing for the examination: Attendance : 80 %; 50% of marks in internal assessment of electives.

Eligibility for appearing for the examination:

Attendance : 80 %; internal assessment: 50%.

Passing minimum: 50% marks in each of the theory papers (internal assessment + final exam) as well as in elective projects and dissertation (internal assessment + final exam) and an overall grade point of 6

Those papers that were not passed in first semester may be carried over to the next, but all papers need to be cleared successfully to be eligible for award of M.Sc. degree.

Passing minimum: 50% marks in each of the elective projects, public viva and theory papers and overall grade point of "B" is necessary. Final marks will be the average of the marks allotted by the internal and external examiners double evaluation system). Pass of 50% is important for both the internal and external components for each paper.

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SRI BALAJI VIDYAPEETH

SEMESTER – III

Paper 1 – Research Methodology

Marks 8X10 = 80

Time: Two and a half hours

- 1 Write down the process of developing a research proposal
- 2 Write the scope of medicine and music therapy research in hospital?
- 3 Describe the importance of review of literature
- 4 Explain any one of the parametric distributions
- 5 Define correlation and regression
- 6 Explain level of significance and “P” value and the confidence interval of mean and proportion
- 7 Define the process of sample size estimation
- 8 Explain various sampling techniques
- 9 Explain the difference between bias and confounding variables.
- 10 Explain the different methods of data collection in music therapy research

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SRI BALAJI VIDYAPEETH

Model Question paper

SEMESTER – III

Elective 1 and Elective 2

Marks 8X10 = 80

Time: Two and a half hours

1. Describe the role of music medicine in disease and music therapy in health
2. Discuss the literature review of the topic.
3. Describe the music therapy materials and methods used for your work
4. Detail the theories and concepts applied in your work and the music therapy process in your work
- 5) What are the music therapy techniques that you used in the study?
6. What are the benefits of music therapy in these medical conditions?
7. What are the limitations of music therapy in these conditions especially when you are working in the hospital setting. ?
8. What were the strengths and limitations of your study?
9. What are the results of your study
10. What are the conclusions and recommendations drawn from your work?

FACULTY:

All the courses of the programs detailed above are being taught by the following CORE faculty:

- Director: Dr. Sumathy Sundar, M.A., M.A., Ph.D
- Faculty: Dr. Baishali Mukherjee, M.A., Ph.D.
- Faculty: Dr. Parin Parmar, MD., PGDMT
- Tutor: Mrs. Bhuvaneshwari Ramesh, MBA, PGDMT
- Tutor: Mrs. Kala Varathan, BPA, PGDMT

ADJUNCT FACULTY DRAWN FROM OTHER CLINICAL SPECIALITIES

- Dr.Sivaprakash B, Prof. Department of Psychiatry
- Dr. Vellore Srinivasan Prof. AR, Department of Biochemistry
- Dr. Srirangaraj S, Prof. Department of Microbiology
- Dr.Sobana Jaiganesh, Asst. Prof. Department of Physiology

Board of Studies

Internal Faculty/Board of Studies

Dr. Sumathy Sundar, Director, CMTER

Dr. Baishali Mukherjee, Faculty, CMTER

Dr. Parin Parmar, Faculty, CMTER

External Experts/Board of Studies

Dr. Gerhard Tucek, Program Director, Department of Music Therapy, IMC University of Applied Sciences, Krems, Austria

Dr. Maria Montserrat Gimeno, Associate Professor, New York State University, New Paltz, New York

External Consultants/Overseas Faculty:

Dr. Gerhard Tucek, Program Director, Department of Music Therapy, IMC University of Applied Sciences, Krems, Austria

Dr. Jorg Fachner, Professor, Music, Brain and the Health, Anglia Ruskin University

Dr. Gene Ann Behrens, Professor and Program Director of Music Therapy, Elizabethtown College, Pennsylvania

Dr. Maria Montserrat Gimeno, Associate Professor, New York State University, New Paltz, New York

Infrastructure and Facilities

CMTER has a spacious sound proof air-conditioned music therapy room equipped with a wide range of Indian and Western musical instruments, both tuned and un tuned, a consultation and waiting hall, a teaching room with the audio and video facilities, seminar hall for training and patient care services. SBV has a state of the art research facility namely CIDRF. The hospital attached to MGMC&RI has general, specialty and super specialty natured departments where CMTER students get hands on clinical training. SBV has signed an MoU with The IMC University of Applied Sciences Krems, Austria for student and faculty exchange programs and have the option of visiting the partner university for a span of 6months/one year.

Reference books and Online Resources:

1. A comprehensive guide to Music Therapy. Wigram, T et al. Jessica Kingsley and Publishers. 2004
2. Adolescents, Music and Music Therapy: Methods, Techniques for Clinicians, Educators and Students. Katrina McFerran. Jessica Kingsley Publications. UK. 2010.
3. Case Study Designs in Music Therapy. (Ed) David Alridge. Jessica Kingsley Publishers. UK. 2005
4. Clinical Applications of Music Therapy in Developmental Disability, Paediatrics and Neurology. (Ed) Tony Wigram and Jos De Backer. Jessica Kingsley Publishers. UK. 1999
5. Filling a Need While Making Some Noise: A Music Therapist's Guide to Pediatrics.
6. Improvisation. Methods and Techniques for Music Therapy Clinicians, Educators and Students. Tony Wigram. Jessica Kingsley Publishers. UK. 2004
7. Interactive Music Therapy in Child and Family Psychiatry: Clinical Practice, Research and Teaching. Amelia Oldfield. Jessica Kingsley Publications. UK. 2006
8. Music, Health and Wellbeing. (Ed) Macdonald, R et al. Oxford University Press. 2012
9. Music Therapy with Children and their Families. (Ed) Amelia Old Field and Claire Flower. Jessica Kingsley Publishers. UK. 2008
10. Music Therapy in Dementia Care. (Ed) David Alridge. Jessica Kingsley Publications. UK. 2000
11. Music Therapy Research and Practice in Medicine: From out of the Silence: David Alridge. Jessica Kingsley Publishers. UK. 1996.
12. Music Therapy and Parent-Infant Bonding. (Ed) Jane Edwards. Jessica Kingsley Publishers. UK. 2011.
13. Music and Altered States: Consciousness, Transcendence, Therapy and Addictions. (Ed) David Alridge and Jorg Fachner. Jessica Kingsley Publishers. UK. 2006
14. Manage Your Stress and Pain through Music. Hanser, B et al. Berkelee Press. USA. 2010.
15. Music Therapy Methods in Neuro-rehabilitation. A Clinician's manual. Felicity Baker and Jeanette Tamplin. Jessica Kingsley Publishers. UK. 2006
16. The New Music Therapist's Handbook. Hanser, B. Berkeley press. USA. 2000
17. Theories of Personality. Hall, S. et al. John Wiley & Sons. Inc. US. 1998
18. This is your brain on music. The Science of a human obsession. Levitin, J.D. 2007.
19. The Mysticism of Sound and Music. Khan, I. Shambhala Dragon Editions. 1996

ONLINE RESOURCES

www.musictherapy.org

1. (Journal of Music Therapy and Music Therapy Perspectives)

www.voices.no

2. (Online Portal of Music Therapy and Journal "Voices")

www.wfmt.org

3. (Journal "Music Therapy Today")

4. www.tandfonline.com (Nordic Journal of Music Therapy)

5. www.iammonline.com (Journal "Music and Medicine")