



**CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH
MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE CAMPUS
PUDUCHERRY 607 403. INDIA**

Phone : 0413 - 2615449 - 2615458 (Extension 205) Fax : 0413 - 2615457

Email : musictherapy@mgmcri.ac.in

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

Contents

| S.No | Contents | Page no. |
|------|--|----------|
| 1 | Introduction to SBV Aim-High | 2 |
| 2 | Innovative Music Therapy Initiatives | 3 |
| 3 | Career Pathway | 3 |
| 3 | Definition of keywords | 6 |
| 4 | Post Graduate Diploma In Music Therapy | 11 |
| 5 | M.Sc. Program in Medical Music Therapy | 25 |
| 6 | Faculty and Facilities | 35 |
| 7 | Reference Books and Online Resources | 36 |

CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH

Mahatma Gandhi Medical College & Research Institute Campus

Pillaiyarkuppam, Pondicherry - 607 402

SRI BALAJI VIDYAPEETH

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 city 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

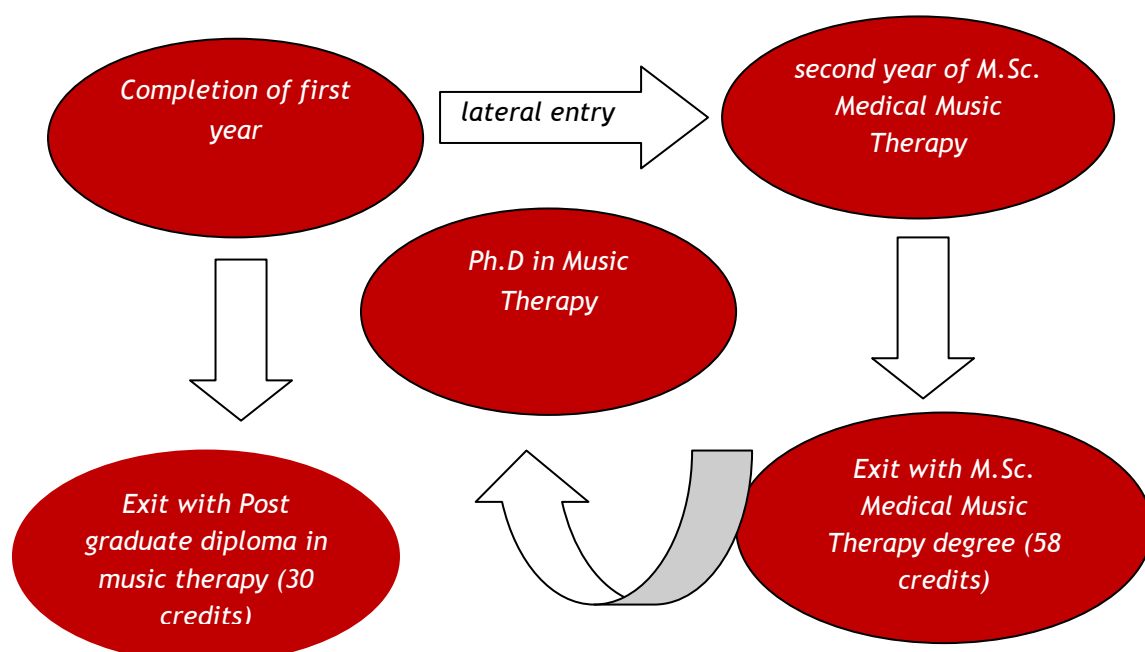


Figure 1: Career Pathway in Music Therapy

1. Pursue a one year Post Graduate Diploma in Music Therapy with 30 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 (58 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.

Considering the present scenario of music therapy training in the country and based on future projections it is possible to identify the following core competencies, expected out of the future music therapists



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:

| Marks obtained by candidate (a) | Equivalent grade letter (b) | Grade descriptor (c) | Grade point (d) | Credit for the course (d) | Credit point (credit x grade) (cxd) |
|------------------------------------|--------------------------------|-------------------------|--------------------|------------------------------|---|
| 85 % and above | O + | Outstanding | 10 | | |
| 75-84 | O | Excellent | 9 | | |
| 65-74 | A+ | Very good | 8 | | |
| 60-64 | A | Good | 7 | | |
| 55-59 | B+ | Above average | 6 | | |
| 50-54 | B | Average pass | 5 | | |
| 40-49 | C | Conditional pass | 4 | | |
| 39 and below | F | Reappear | | | |

Example of calculation:

| Course | Marks obtained | Grade letter | Grade point | Credit for the course | Credit point |
|--------|----------------|--------------|-------------|-----------------------|--------------|
| 1 | 55 | B+ | 6 | 6 | 6 x 6 = 36 |
| 2 | 52 | B | 5 | 6 | 6 x 5 = 30 |
| 3 | 68 | A+ | 8 | 6 | 6 x 8 = 48 |
| 4 | 72 | A+ | 8 | 6 | 6 x 8 = 48 |
| 5 | 50 | B | 5 | 2 | 5 x 2 = 10 |
| 6 | 80 | O | 9 | 2 | 9 x 2 = 18 |
| Total | | | | 28 | 190 |

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.

Example of calculation

Total credit points = Sum of all the credits obtained by the candidate = 190

SGPA = Total credit points for the semester divided by the sum of all credits of the courses of the semester = $190/28 = 6.79$

CGPA = Total credit points for the whole course divided by the sum of all credits for the whole course.

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

under the auspices of

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Program Regulations

Duration of the Program:

One year spanning 48 weeks. There are six courses including two practicum courses to be completed in two semesters. Each semester covers 24 weeks (30 credits)

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 national/International conferences. There will be theory classes 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:

Students 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

| Semester 1 | | Semester 2 | |
|--|--|--|--|
| Module 1 | Module 2 | Module 3 | Module 4 |
| Music Therapy Foundations | Clinical Foundations | Psychological Foundations | Music Therapy Applications and Assessments |
| Contact sessions 4hr/wk x 12 wks 3 credits | Contact sessions 4hr/wk x 12 wks 3 credits | Contact sessions 4hr/wk x 12 wks 3 credits | Contact sessions 4hr/wk x 12 wks 3 credits |
| Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits | Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits | Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits | Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits |
| Self study 4hrs/wk x 16 weeks 2 credits | Self study 4hrs/wk x 16 weeks 2 credits | Self study 4hrs/wk x 16 weeks 2 credits | Self study 4hrs/wk x 16 weeks 2 credits |
| Total - 7 credits | Total - 7 credits | Total - 7 credits | Total - 7 credits |
| | | | |
| 1 theory exam | 1 theory exam | 1 theory exam | 1 theory exam |
| | Practical exams (Internal exams) | | Practical exams (with external examiner and viva voce) |

| | | | |
|---------------------------------------|-------------------|-------------------------|-------------------|
| Total - 7 credits | Total - 7 credits | Total - 7 credits | Total - 7 credits |
| Semester 1 = 14 credits | | Semester 2 = 14 credits | |
| Total 14 +14 =28 credits | | | |
| Annual Portfolio –2 credits | | | |
| Total Course credits =28+2=30 credits | | | |

Please see: Credit Calculation.

One credit is gained by engaging in 16 hours of direct instruction, or 32 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, differences between music medicine and music therapy fields, where music therapists work, scope of music therapy applications, different methods of listening, chanting, playing musical instruments, clinical raga improvisation, song writing and re-creating 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. Studying how brain processes music and major computational centers for music and role of Limbic system in processing music.

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: Introduction to physiology and anatomy of cardiovascular, respiratory system, gastrointestinal system, and excretory system

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. 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 and exercises to differentiate music medicine activities and music experience activities

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

UNIT 4: Improvisational (raga and rhythmic) techniques by role play in classes 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) music preferences and 5) family/community music traditions

Unit 6: self experiential music therapy sessions in the form of music induced relaxation

SEMESTER II

Course 3. Psychological Studies

Unit 3.1: Psychological Foundation to Music Therapy, Introduction to Behaviour, Factors affecting Behaviour. Psychological Concepts in Music Therapy: Sensation, Perception, Attention, Memory, Learning, Cognition, Motivation, Emotion, Personality.

Unit 3.2: Behavioral Theories and Approaches in Music Therapy Practice: Classical conditioning, Operant conditioning, Observational learning, Learning by Association, Trial and Error Method, Social Cognitive Theory

Unit 3.3: Humanistic Theories and Approaches in Music Therapy Practice: Maslow's theory of Self Actualization, Roger's theory of Self.

Unit 3.4: Psychoanalytic Theories and Approaches in Music Therapy Practice: Sigmund Freud's theory of Psychoanalysis.

Unit 3.5: Human Life span Development: including stage models of development and musical milestones of development; Psychodynamic perspective: Freud's psychosexual stages, Erikson's psychosocial stages of development; Humanistic perspective: Maslow's self actualization model; Cognitive perspective: Piaget's stages of cognitive development, Vygotsky's Sociocultural model of cognitive development; Behavioral and Social Cognitive perspective: Early theories of learning and Bandura's Social Cognitive Model.

Unit 3.6: Introduction to Psychological Disorders; Childhood Psychological Disorders

Course 4. Music Therapy Applications and Assessemnts

UNIT 4.1: MT 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 autistic spectrum disorder and other developmental delays

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

Unit 4.6: What is assessment in music therapy, how assessment is ongoing in music therapy sessions and assessments in different stage of music therapy process, assessing observation of behavior, performance of task, using of self rating scales, interviews and recording narratives in case studies and documentation in music therapy, Audio and Video documentation

Unit 4.7: Ethical and Legal aspects of music therapy practice

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 child hood 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

Unit 6: Self experiential music therapy sessions using improvisation and music, imagery and relaxation

SCHEME OF EXAMINATION: The first two semesters will have 2 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

Two papers = 200 marks

Practicum : Semesters I (Internal Exam)

MT activities based on unit 1-5 = 50 marks

Viva & evaluation of project = 30 marks

Internal Assessment = 20 marks

Total = 100 marks

Practicum : Semesters 2 (External Exam)

MT activities based on unit 5 = 50 marks

Viva & evaluation of project = 30 marks

Internal Assessment = 20 marks

Total = 100 marks

I semester marks (theory and practicals) =300

II semester marks (theory and practicals) =300

SEMESTER I Examinations and Marks

| | Max marks |
|------------------------------------|-----------|
| Paper 1: Music Therapy Foundations | 100 |
| Paper 2: Clinical Foundations | 100 |
| Practicum | 100 |

SEMESTER II Examinations and Marks

| | Max marks |
|---|-----------|
| Paper 1: Psychological Foundations | 100 |
| Paper 2: Music Therapy Applications and Assessments | 100 |
| Practicum | 100 |

Eligibility for appearing for the examination:

Attendance : 80 %; internal assessment: 50%.

Pass Marks: Candidate should secure not less than 40% in any theory paper and over all 50% in total theory marks.

Not less than other parts of the examination

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 Odd semester, 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 CGPA, the university will issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Model Question paper

CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH MAHATMA GANDHI MEDICAL COLLEGE AND RESEARCH INSTITUTE SEMESTER – I

Paper 1 - Music Therapy Foundations

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?

Model Question paper

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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. Discuss physiology of blood pressure in human body. Add a brief note on hypertension.
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 centres 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. Draw a diagram of human respiratory system. Write a note on regulation of breathing.
10. Explain different types of biological rhythms with appropriate examples. Add a note on jet lag.

Model Question paper

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SEMESTER – II

Paper 3 – Psychological Studies

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.

Model Question paper

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SEMESTER – II

Paper 1 - Music Therapy Applications and Documentation

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. What is Assessment and how it is an ongoing process in evaluating the benefits of music therapy?
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 different models of documentation tools that are used in music therapy assessments?
9. Write on a) contingent singing b) Gate Control Theory of Pain
10. How do you apply music therapy with cancer patients ?



M.Sc. IN MEDICAL MUSIC THERAPY

Regulations

under the auspices of
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MAHATMA GANDHI MEDICAL COLLEGE & RESEARCH INSTITUTE CAMPUS
PUDUCHERRY 607403 • INDIA

Phone: 0413-2615449 - 2615458 (Extension 205) Fax: 0413-2615457

Email: musictherapy@mgmcri.ac.in

Websites: <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 (58 credits)

No. of seats: 10 (ten)

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.

Students who have completed the PGDMT program with SBV/equivalent one year PGDMT program from any other institution can directly be admitted to the second year of the Masters degree in lateral entry.

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 (30 Credits) 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, 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 with 28 credits, the third semester will consist of two courses on interdisciplinary understanding and applications and music psychology and one elective to be selected from 8 topics in clinical applications of Music therapy. The elective will entail 5 case studies to be submitted at the end of the third semester. The 4th semester will consist of an expansion of the elective into a research project culminating in a dissertation/viva which will be evaluated for 100 marks. During both semesters there will be extensive practicum 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, annual 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

Every candidate is expected to identify, plan and conduct one major research project, on an area of interest 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.

| Semester 3 | | Semester 4 |
|--|--|--|
| Module 5 | Module 6 | Elective 1 |
| Inter-disciplinary Understanding and Applications | Music Psychology | Contact Mentoring 64 hours/6 months 2 credits |
| Contact sessions 4hr/wk x 12 wks 3 credits | Contact sessions 4hr/wk x 12 wks 3 credits | Self study 64 hrs/6 months 2 credits |
| Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits | Supervised practicum training hrs 8hrs/wk x 16 wks 2 credits | Research Project with viva-voce 256 hrs/6 months 8 credits |
| Self study 4hrs/wk x 16 weeks 2 credits | Self study 4hrs/wk x 16 weeks 2 credits | |
| Total - 7 credits | Total - 7 credits | |
| | | |
| 1 theory exam | 1 theory exam | |
| | Practical exams (Internal exams) | |
| Total - 7 credits | Total - 7 credits | Total - 12credits |
| Semester 3 = 14 credits | | Semester 4 = 12credits |
| Total 14 + 12=26 credits | | |
| Annual Portfolio –2 credits | | |
| Total Course credits = 26+2=28 credits | | |

- i) Mentoring experience from the Guides appointed by the Director of CMTER for the elective chosen by the candidate
- ii) 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. Students will be able to apply advanced music therapy methods and techniques with a deeper understanding their effectiveness grounded in evidence base
- ii. Students will be able to develop music therapy protocols, provide theoretical rationale and critically evaluate the effectiveness of the protocol with music therapy interventions
- iii. Ability to apply these in carrying an educational project which involves the following steps/skills:
- iv. identification of a research problem/project; extensive literature review by utilizing modern techniques
- v. writing a research protocol
- vi. identification/developing of appropriate tools/techniques for collecting data
- vii. using appropriate statistical method(s) for interpreting data
- viii. using graphs, charts and other modes of data presentation
- ix. ability to write scholarly a dissertation of about 75 pages
- x. skill in using appropriate software for managing bibliography/references.
- xi. ability to oral and poster presentations based on the research work

Semester III Syllabus

Course 5 Inter - Disciplinary Understanding and Applications

UNIT 5.1: Introduction to personality disorders, Music Therapy and psychopathology in ADHD, anxiety disorders and mood disorders

UNIT 5. 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 5.3: Introduction to endocrine and immunological systems. Important aspects related to research in these areas in music therapy, Stress: Psycho-neuro-endocrine and immune correlates. Introduction to Psychosomatics and mind body medicine relating to Music Therapy.

UNIT 5.4: Introduction to commonly treated medical disorders by music therapists by (medical professionals) – hypertension, ischemic heart diseases, asthma, COPD, functional and gastrointestinal disorders, diabetes mellitus, headaches (including migraine), stroke, dementias, movement disorders, aphasia, and common cancers

UNIT 5.5: Introduction to normal physiology of menstruation and pregnancy, growth and development of children, Use of music in pediatric wards and infants and neonates

COURSE 6: MUSIC PSYCHOLOGY

Unit 6.1: Introduction to Music Psychology; Implication in Music Therapy

Unit 6.2: Music and Consciousness; BRECVEM framework of Brain stem reflex, rhythmic entertainment, evaluative conditioning, emotional contagion, visual imagery, episodic memory, musical expectancy and limitation of BRECVEM framework.

Unit 6.3: Music and Perception: Perception of Musical structure, Perception of Melody in Music; Perception of Rhythm; Music and Cognition; Music and Learning and Memory

Unit 6.4: Music and Emotion: Affect, Mood, Feeling in relation to musical experiences; The mechanism of induction of musical emotion; Felt emotion and perceived emotion with musical experiences; Aesthetic emotions and Music; Musical Preference: Influence of personality, culture, learning, and Musical Experiences

Unit 6.5: Music and Social- Cultural Influences: Musical Communication, Musical Interaction; Age, Personality and Relationship in relation to Musical Experience; Cultural influence on the mechanisms of musical emotions.

Unit 6.6: Musical performance and Body Movements

Unit 6.7: Ragas and Rasas, Indian theory of emotions; Mapping Indian theory of emotion to Western theory of Emotions; Diurnal changes in the perception of music in relation to Time Theory of Raga.

Advanced Practicum in the third and fourth semester

Students will choose an elective and depending on the elective chosen, they 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 specialties like Psychiatry, Paediatrics, OBGYN., Radiology, Surgery, 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) The students actively work under supervision to address behavioural, communicative, emotional, cognitive and attention issues with patients having cardiovascular and respiratory disorders, neuro- psychiatric 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. Students also undergo Self experiential music therapy sessions with focus on theoretical framework

Practicals relating to will be undertaken in various clinical departments of the hospital and be evaluated on the basis of 5 case studies (videos) submitted.

ELECTIVE

In the 4th semester, students will work in depth with the elective chosen in the third semester with 64 hours of contact mentoring and 64 hours of self study in 6 months (special music therapy application area) for in depth study under mentorship of CMTER faculty.

Projects (Elective) topics for semester IV

Elective1. Pain Management

Elective2. Procedural Support

Elective3. Mind body Medicine

Elective4. Psychiatric Rehabilitation

Elective5. Community Health

Elective6. Neurological Rehabilitation

Elective7. Children with Special Needs

Elective8. Pediatric Applications

SEMESTER III

| | Max marks |
|--------------------|-----------|
| Module 5 | 100 |
| Module 6 | 100 |
| Advanced Practicum | 100 |

SEMESTER IV

| | Max marks |
|--|-----------|
| Core Course (Elective) : 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:

Pass Marks: Candidate should secure not less than 40% in any theory paper and over all 50% in total theory marks in the external component of each paper

Not less than 50% other parts of the examination

For practicum as well as theory papers, final marks will be the average of marks allotted by internal and external examiners (double evaluation system).

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

Final marks will be the average of the marks allotted by the internal and external examiners double evaluation system).

Model Question paper

**CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH
MAHATMA GANDHI MEDICAL COLLEGE AND RESEARCH INSTITUTE
SEMESTER – III**

Paper 5 - 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

Model Question paper

CENTER FOR MUSIC THERAPY EDUCATION AND RESEARCH
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SEMESTER – III

Music psychology

Total Marks 80

Marks 8X10

Time: Two and a half hours

1. How does perception of clients influence therapeutic progress in music therapy sessions?
2. Mention different parts of the brain involved in the process of musical reception and musical expressions in an individual.
3. Describe in detail the BRECVEM framework of Brain stem reflex and its limitation.
4. Is there a relationship between musical preference and personality? Justify with examples from music therapy sessions.
5. Describe the role of emotion in musical experiences during music therapy.
6. What are the different socio-cultural factors that interact with engagement with music and music therapist in a session?
7. Discuss Indian theory emotion in relation to Ragas and Rasas.
8. Write on significance of body movements in musical performance and its therapeutic effects.
9. Does cultural learning of client be considered in planning music therapy sessions?
10. Describe diurnal changes in the perception of music in relation to Time Theory of Raaga.

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, M.Sc. Medical MT

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, Asso. Prof. Department of Physiology

Board of Studies

Internal Faculty/Board of Studies

Dr. Sumathy Sundar, Director, CMTER

Dr. Baishali Mukherjee, Adjunct Faculty, CMTER

Dr. Parin Parmar, Adjunct Faculty, CMTER

External Experts/Board of Studies

Dr. Gerhard Tucek, Head of Institute of Therapeutic Sciences, Josef Ressel Center, The IMC University of Applied Sciences, Krems, Austria

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

Infrastructure and Facilities

CMTER has a spacious sound proof air-conditioned music therapy hall and a seminar 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 websites:

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
20. www.chennaiusictherapy.org
21. www.musictherapy.org
22. www.voices.no
23. www.wfmt.org