1. TEMAT ZAJĘĆ: Basics of music therapy in holistic patient treatment
2. Data, miejsce i godziny zajęć
Termin: 02,09,16,23.03.2027 godz. 14:00-17:45
Liczba spotkań: 4
Proponowane godziny: 4 × 5 godzin dydaktycznych
Sala: CKD, sala do ustalenia po wyborze seminarium
3. Forma zajęć
Stacjonarna
W uzasadnionych przypadkach organizacyjnych dopuszcza się możliwość realizacji zajęć w formie on-line.
4. Profil zajęć
Profil interdyscyplinarny, kompetencje miękkie; seminaria łączące zagadnienia z zakresu:

- psychologii,
- muzykoterapii
- fizjologii

Zajęcia mają charakter interdyscyplinarny i są skierowane do doktorantów reprezentujących różne dyscypliny nauk biomedycznych.
5. Dyscyplina
Nauki medyczne i nauki o zdrowiu
6. Koordynator zajęć
Dr n. med. Bartłomiej Tarkowski
7. Jednostka organizacyjna odpowiedzialna za przeprowadzenie zajęć
Zakład Psychodermatologii i Neuroimmunobiologii Skóry
8. Dane kontaktowe jednostki organizacyjnej
Adres: MOLecoLAB – Centrum Badań Molekularnych Chorób Cywilizacyjnych; Łódź, ul. Mazowiecka 5; Budynek A6 (pokój 0.20, 0.21)
Telefon: 668 474 049
E-mail: aleksandra.slodka@umed.lodz.pl
9. Karta przedmiotu-dawniej sylabus zajęć
Course title: Basics of music therapy in holistic patient treatment
Course aims: The course aims to introduce doctoral students to the theoretical foundations, clinical applications, and current research directions in music therapy as a complementary component of holistic and patient-centred healthcare. Particular emphasis is placed on understanding the mechanisms of music-based interventions, evidence-based practice, interdisciplinary collaboration, and the potential role of music therapy in supporting patients' physical, psychological, cognitive, and social functioning.

Types of educational activities and number of hours allocated:
The course is planned as 4 seminar sessions of 5 teaching hours each.
Number of ECTS credits allocated and their structure according to students' forms of learning:
1 ECTS
Prerequisites:
Basic knowledge of human physiology
Learning activities and teaching methods:
The course will employ a combination of the following teaching methods:

- interactive lectures;
- seminar-group discussions;
- multimedia-based learning;
- analysis and critical appraisal of scientific publications;
- student presentations.

Course unit content:

- Definition, scope, and main approaches in music therapy.
- Biological, neurological, and psychological mechanisms underlying responses to music.
- Active and receptive music therapy methods.
- Introduction to Neurologic Music Therapy (NMT) and selected techniques.
- Applications of music therapy in neurology, psychiatry, oncology, rehabilitation, geriatrics, paediatrics, and palliative care.
- Music therapy in stress, anxiety, pain, and emotional regulation.
- Music therapy as part of holistic and patient-centred care.
- Evidence-based music therapy: research findings, outcome measures, and critical appraisal of scientific literature.
- Interdisciplinary collaboration and the role of the music therapist within healthcare teams.
- Ethical considerations, indications, limitations, and safety of music-based interventions.

Course objectives

The course is designed to achieve educational outcomes in three main domains: factual knowledge, practical skills, and attitudes/transferrable generic competencies.

Knowledge

Upon completion of the course, the student knows:

- the basic theoretical foundations and principles of music therapy
- the main approaches and methods used in clinical music therapy
- the biological, neurological, and psychological mechanisms underlying responses to music
- the differences between active and receptive music therapy methods
- the basic principles and selected techniques of Neurologic Music Therapy (NMT)
- the main clinical applications of music therapy in different patient populations
- the role of music therapy in supporting physical, cognitive, emotional, and social functioning
- the current scientific evidence regarding the effectiveness and limitations of music therapy in healthcare
- the role of a music therapist within an interdisciplinary healthcare team

Skills

Upon completion of the course, the student is able to:

- identifies the main methods and techniques of music therapy and relates them to specific clinical needs
- analyzes the potential role of music therapy in holistic and patient-centred treatment
- critically evaluates scientific evidence concerning music therapy and music-based interventions
- identifies clinical situations in which music therapy may complement standard medical, psychological, or rehabilitation treatment
- distinguishes professional music therapy from other uses of music in healthcare and wellbeing
- recognizes basic indications, limitations, and safety considerations related to the use of music-based interventions
- formulates basic research questions concerning the application and effectiveness of music therapy in healthcare

Attitudes and transferrable (generic) competencies

After the course student should in practice:

- recognizes the importance of integrating biological, psychological, social, and cultural perspectives in holistic patient care
- demonstrates openness to evidence-based non-pharmacological and complementary interventions
- respects individual differences in patients' musical preferences, cultural backgrounds, needs, and responses to music
- recognizes the importance of interdisciplinary collaboration between music therapists and other healthcare professionals
- demonstrates critical thinking when evaluating new therapeutic approaches and scientific evidence
- recognizes the importance of ethical, patient-centred, and evidence-based practice in the application of music therapy in healthcare

Required and recommended learning resources (readings):

Required: All the learning materials will be delivered to the students during the course.

Recommended:

- Thaut, Michael H., and Volker Hoemberg, eds. *Handbook of Neurologic Music Therapy*. Oxford University Press, 2014.
- Wheeler, Barbara L., ed. *Music Therapy Handbook*. Guilford Press, 2015.
- de Witte, Martina, et al. "Effects of music interventions on stress-related outcomes: a systematic review and two meta-analyses." *Health Psychology Review* 14.2 (2020): 294–324.
- Fancourt, Daisy, and Saoirse Finn. *What Is the Evidence on the Role of the Arts in Improving Health and Well-Being? A Scoping Review*. WHO Regional Office for Europe, 2019.

Assessment methods and criteria

Assessment method
Continuous assessment based on active participation in the seminar and completion of a short individual scientific presentation.
Students will be assessed on:

- participation in scientific discussions;
- ability to critically analyse scientific literature;
- quality and scientific accuracy of the final presentation.

Assessment criteria
The student passes the course if:

- the student actively participates in the seminar;
- the student prepares and presents the assigned scientific topic, which will be provided at least one week before the first seminar;
- the student's presentation demonstrates an appropriate use and interpretation of scientific evidence.

Rules for making up absences from classes
Attendance at all scheduled sessions is expected. In the event of an absence for justified reasons, the student is required to contact the course coordinator and complete an agreed make-up activity. The form of the make-up activity will be determined by the course coordinator.
10. Limit liczby uczestników
Minimalna liczba uczestników: 10 osób
Seminarium zostanie uruchomione, jeżeli zapisze się na nie minimum 10 doktorantów.
Maksymalna liczba uczestników: 20 osób.
Ograniczenie liczby uczestników umożliwi aktywną pracę seminaryjną, dyskusję nad publikacjami naukowymi oraz analizę przypadków klinicznych.
11. Czas trwania zajęć seminaryjnych
Łącznie: 20 godzin dydaktycznych
Zajęcia zostaną zrealizowane w formie 4 spotkań po 5 godzin dydaktycznych każde. Zakładany całkowity wymiar seminarium wynosi 20 godzin, zgodnie z limitem określonym dla zajęć seminaryjnych.