



Sri Lakshmi Narayana Institute of Medical Sciences

Date:5-10-2019

From
DR.Senthil kumar,
Professor and Head,
Department of Physiology,
SLIMS
Bharath Institute of Higher Education and Research,
Chennai.

To
The Dean,
SLIMS
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: Certificate course in role of music in emotional well being

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: Certificate course in Role of music in emotional well being on November 2019. We solicit your kind permission for the same.

Kind Regards

Dr.Senthil kumar

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean:Dr.Balagurunathan

The HOD:Dr.Senthil kumar

The Expert:Dr.B.Deivanayagame

The committee has discussed about the course and is approved.



Dean

(Sign & Seal)

DEAN

Prof.K.BALAGURUNATHAN,M.S

(General surgeon)

SRI LAKSHMI NARAYANA

INSTITUTE OF MEDICAL SCIENCES

OSUDU PONDICHERRY



Subject Expert

(Sign & Seal)



HOD

(Sign & Seal)

PROFESSOR & HOD

DEPARTMENT OF PHYSIOLOGY

Sri Lakshmi Narayana Institute Of Medical Sciences

PONDICHERRY - 605 002.

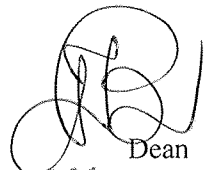
Circular

10.10.2019

Sub: Organising Value-added Course: reg Certificate course in Role of music in emotional well being

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising “_Certificate course in Role of music in emotional well being”. The course content and registration form is enclosed below.”

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before 1 NOVEMBER 2020. Applications received after the mentioned date shall not be entertained under any circumstances.


Dean
DEAN
Prof. K. BALAGURUNATHAN, M.S
(General surgeon)
SRI LAKSHMI NARAYANA
INSTITUTE OF MEDICAL SCIENCES
OSUDU PONDICHERRY

Encl: Copy of Course content and Registration form.

Course Proposal

Course Title: Certificate course in Role of music in emotional well being

Course Objective: Develop skill in music therapy

Course Outcome: Students should know the different types of music which influence health

Course Audience: medical undergraduates

Course Coordinator: Dr.B.Deivanayagame

Course Faculties with Qualification and Designation:

1. Dr. Senthil Kumar
2. Dr. B. Deivanayagame
3. Dr. Vijayakumar

Course Curriculum/Topics with schedule (Min of 30 hours)

SINo	Date	Topic	Time	Hours
1	1-11-2019	1. Introduction	2-4PM	2hrs
2	10.11.2019	2. History and origin	2-4PM	2hr
3	12.11.2019	3. Benefits of music	2-4PM	2hrs
4.	14.11.2019	4. How does music therapy work?	1-4PM	3hrs
5	24.11.2019	5. How does music listening produce emotions and pleasure in listeners?	1-4PM	3hr
6	10.12.2019 And 13- 12.2019	6. music therapy techniques	1-4PM 2-4pm	5hrs
7	19.12.2019	7. How it work	2-4PM	2hr
8	24.12.2019	8. Practicals	1-4pm	4hrs
			Total Hours	22

REFERENCE BOOKS: (Minimum 2)

1. Bennett, V. (1942). Music and Emotion. The Musical Quarterly, 28(4), 406-414
2. Bisquerra, R. (2003). Educación emocional y competencias básicas para la vida. Revista de Investigación Educativa, 21(1), 7-43

VALUE ADDED COURSE

1. Name of the programme & Code

Certificate course in Role of music in emotional well being PHYC13

2. Duration & Period

30 hrs & November 2019– January 2020

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year:

2 – nov 2019 & - feb 2020

8. Year of discontinuation: 2020

9. Summary report of each program year-wise

Value Added Course- November2019 -January 2020					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	PHYC13	Certificate course in Role of music in emotional well being	Dr.B.Deivanayagame	1 st MBBS	20(Nov 19 – Jan 20)

10. Course Feed Back

Enclosed as Annexure- V

RESOURCE PERSON

VSK.

PROFESSOR & HOD

DEPARTMENT OF PHYSIOLOGY

Sri Lakshmi Narayana Institute Of Medical Sciences

PONDICHERY - 605 002.

B. Deivanayagam
COORDINATOR

COURSE DETAILS

Particulars	Description
Course Title	Certificate course in Role of music in emotional well being
Course Code	PHYC13
Objective	<ol style="list-style-type: none">1. Introduction2. History and origin3. Benefits of music4. How does music therapy work?5. How does music listening produce emotions and pleasure in listeners?6. music therapy techniques7. How it work
Further learning opportunities	Music and its application in mental health in old age
Key Competencies	On successful completion of the course the students should have the skill to implement different music therapy to improve the psychological health of the patients
Target Student	1st MBBS Students
Duration	30hrs November 2019– January 2020
Theory Session	18 hrs
Practical Session	4hrs
Assessment Procedure	Multiple choice questions

INTRODUCTION: Music has a remarkable ability to conjure up emotions in individuals. According to Pereira, Teixeira, Figueiredo, Xavier, Castro and Brattico it has been found to be one of —the most pleasurable human experiences". It has the ability to evoke feelings of happiness, sadness and even fear to name but a few (Goycoolea, Levy & Ramirez, 2013). It can even be said that music has a mood altering effect on people, sometimes positive, and sometimes negative. But the correlation between music and emotion is a complex one. For each individual will have differing responses to music based on their own individual musical preference. It can produce different emotions for different individuals and even different emotions in the same individual at different times (Rana & Akhtar, 2011). For the purposes of this study, a musical experience can include (but is not limited to), listening to live music, listening to pre-recorded music, playing a musical instrument and/or singing. Whether an individual chooses to listen to music, play music or sing, the music can have differing effects on people. One reason for this is perhaps that individuals engage with music both consciously and subconsciously, both actively and passively. The level of exposure to music may be by choice or indeed without choice. When an individual organises their music collection on a shelf or on a music device such as an mp3 player and consciously selects a preferred track to listen to, they are actively engaging in their music by organising it, choosing a preferring track and listening to that piece of music (Greasley, Lamont & Sloboda, 2013). Comparatively the exposure to music may also be thrust upon an individual through daily activities. Individuals are indirectly exposed to music in public spaces. For example: a supermarket playing music over an intercom system. Also through the medium of radio, television, a church choir, or even a child's toy, individuals are exposed to music in their

History and origins

Music has been a part of human life for thousands of years. Specifically, experts have found instruments dating back to over 40,000 years ago, suggesting that humans' desire to express themselves or communicate through music is deep rooted. The use of music for therapy and healing dates back to Ancient Greece, but its therapeutic use today began in the 20th century, after World War II had ended. The earliest reference to music therapy comes from a 1789 article called "Music physically considered." The 1800s saw medical research into the therapeutic nature of music grow, and by the 1940s, universities were offering music therapy programs. E. Thayer Gaston, one of three men who pioneered the use of music as a therapeutic tool, had organized and promoted the practice so that it would become an accepted type of therapy. Now, there are many music therapy associations around the world, and music therapists work in private care, education, and social care.

BENEFITS OF MUSIC

1. Improves your cognitive performance
2. Helps boost your mood
3. Promotes weight loss
4. Relieves depression
5. Increases your workout endurance
6. Speeds up post workout recovery
7. Helps ease pain
8. Improves motivation to exercise
9. Higher quality of sleep
10. Induces a meditative state
11. Reduces anxiety
12. Relaxes patients before & after surgery
13. Elevates your mood whilst driving

How does music listening produce emotions and pleasure in listeners?

1. Musical pleasure. The enjoyment of music appears to involve the same pleasure center in the brain as other forms of pleasure, such as food, sex, and drugs. Evidence shows that an aesthetic stimulus, such as music, can naturally target the dopamine systems of the brain that are typically involved in highly reinforcing and addictive behaviors.

In one study, participants listened to their favorite songs after taking naltrexone. Naltrexone is a widely prescribed drug for treating addiction disorders. The researchers found that when study subjects took naltrexone, they reported that their favorite songs were no longer pleasurable (Malik et al., 2017). However, not everyone experiences intense emotional responses to music. Roughly 5% of the population do not experience chills. This incapacity to derive pleasure specifically from music has been called musical anhedonia.

2. Musical anticipation. Music can be experienced as pleasurable both when it fulfills and violates expectations. The more unexpected the events in music, the

more surprising is the musical experience (Gebauer & Kringelbach, 2012). We appreciate music that is less predictable and slightly more complex.

3. Refined emotions. There is also an intellectual component to the appreciation for music. The dopamine systems do not work in isolation, and their influence will be largely dependent on their interaction with other regions of the brain. That is, our ability to enjoy music can be seen as the outcome of our human emotional brain and its more recently evolved neocortex. Evidence shows that people who consistently respond emotionally to aesthetic musical stimuli possess stronger white matter connectivity between their auditory cortex and the areas associated with emotional processing, which means the two areas communicate more efficiently (Sachs et al., 2016).

4. Memories. Memories are one of the important ways in which musical events evoke emotions. As the late physician Oliver Sacks has noted, musical emotions and musical memory can survive long after other forms of memory have disappeared. Part of the reason for the durable power of music appears to be that listening to music engages many parts of the brain, triggering connections and creating associations.

5. Action tendency. Music often creates strong action tendencies to move in coordination with the music (e.g., dancing, foot-tapping). Our internal rhythms (e.g., heart rate) speed up or slow down to become one with the music. We float and move with the music.

6. Emotional Mimicry. Music doesn't only evoke emotions at the individual level, but also at the interpersonal and intergroup level. Listeners mirror their reactions to what the music expresses, such as sadness from sad music, or cheer from happy music. Similarly, ambient music affects shoppers' and diners' moods.

7. Consumer behavior. Background music has a surprisingly strong influence on consumer behavior. For example, one study (North, et al., 1999) exposed customers in a supermarket drinks section to either French music or German music. The results showed that French wine outsold German wine when French music was played, whereas German wine outsold French wine when German music was played.

8. Mood regulation. People crave 'escapism' during uncertain times to avoid their woes and troubles. Music offers a resource for emotion regulation. People use

music to achieve various goals, such as to energize, maintain focus on a task, and reduce boredom. For instance, sad music enables the listener to disengage from the distressing situations (breakup, death, etc.), and focus instead on the beauty of the music. Further, lyrics that resonate with the listener's personal experience can give voice to feelings or experiences that one might not be able to express oneself.

9. Time perception. Music is a powerful emotional stimulus that changes our relationship with time. Time does indeed seem to fly when listening to pleasant music. Music is therefore used in waiting rooms to reduce the subjective duration of time spent waiting and in supermarkets to encourage people to stay for longer and buy more (Droit-Volet, et al., 2013). Hearing pleasant music seems to divert attention away from time processing. Moreover, this attention-related shortening effect appears to be greater in the case of calm music with a slow tempo.

10. Identity development. Music can be a powerful tool for identity development (Lidskog, 2016). Young people derive a sense of identity from music. For example, the movie *Blinded by the Light* shows the power of Springsteen songs to speak to Javed's experience on a personal level. The lyrics help him to find a voice he never knew he had, and the courage to follow his dreams, find love, and assert himself.

How does music therapy work?

The way that music affects the brain is very complex. All aspects of music — including pitch, tempo, and melody — are processed by different areas of the brain. For instance, the cerebellum processes rhythm, the frontal lobes decode the emotional signals created by the music, and a small portion of the right temporal lobe helps understand pitch. The reward center of the brain, called the nucleus accumbens, can even produce strong physical signs of pleasure, such as goosebumps, when it hears powerful music. Music therapy can use these deep physical reactions the body has to music to help people with mental health conditions.

When It's Used

Music therapy can be used for a variety of conditions, and with adults or children. The practice can help people suffering from anxiety, depression, and trauma to illuminate or express underlying sources of pain. Those with autism can improve the ability to communicate and socialize through music therapy's structured setting, activities, and relationship. The therapy is also practiced with patients in psychiatric facilities and those in hospice, as well as with their caregivers.

Music therapy can be especially powerful for individuals with Alzheimer's disease, dementia, and brain damage due to stroke or traumatic brain injury. Musical experiences—particularly singing songs from the past—can open a window to expression and emotional awareness, temporarily allowing those clients to express themselves, gain awareness of their emotions, and make connections with their loved ones.

Music Therapy Techniques

Music therapy is an evidence-based intervention for many mental health problems. Therapists can use specialized music therapy techniques to help patients with stress, chronic pain, difficulty communicating, and emotional disorders.

The following methods are some of the most popular with music therapists today.

Singing

When illnesses like stroke and aphasia take away a person's physical ability to speak, singing can provide the first step toward regaining that skill. Music therapists use a method called melodic intonation therapy for these patients. Clients start by singing sounds, then move on to reciting jingles, eventually trying to sing full songs. This process helps the muscles regain the ability to speak. Just as songs help school children learn new information, singing can help patients with memory issues — including dementia — recover information. Catchy tunes can help patients remember important details and can sometimes repair brain damage

.

Playing Instruments

Learning to play an instrument can instill a sense of confidence and self-esteem in a patient. Music counselors can help both children and adults learn new skills, even if they have never played music before. This music therapy technique not only allows patients to feel accomplished, but also gives people a constructive hobby that helps them cope with emotions.

Playing an instrument can help patients with depression learn to enjoy a hobby again and look forward to something. People who have trouble expressing their feelings through words can play melodies that communicate these emotions.

Listening to Music

Patients do not need to write or play music to reap the benefits of music therapy. Listening to music can also provide significant therapeutic benefits. The emotion that music evokes can help clients process their feelings. However, listening to songs in music therapy requires significant, intentional effort. Music counselors have their patients practice receptive listening, which can help people cope with difficult emotions.

Songwriting

Songwriting helps people process difficult and intense emotions. As a music therapy technique, songwriting gives patients a coping mechanism that is both challenging and constructive. Sometimes, it can prove difficult to express intense emotions in talk therapy. Songwriting gives patients a task that can help them process trauma. Clients with musical skills may write both the lyrics and music for a song. Those with less musical background can write lyrics to pre-written music to experience the same benefits. Both methods require that patients name and process difficult emotions.

Drumming

Music counselors use drumming to help people who experience difficulty communicating or suffer from anxiety in social situations. For example, counselors

may use this music therapy technique to help patients on the autism spectrum. Therapists bring several clients together, each with drums in front of them. Patients then hit their drums all together. Sometimes, the counselor adds accompanying music, but not always. Clients use the beat of the drum to communicate with others in the room, who then return the favor. This technique gives people who feel uncomfortable with verbal communication a chance to connect with others in a new way.

Moving to Music

Dancing in music therapy blends receptive listening with more creative music therapy techniques. Clients listen to music and emotionally connect with it. They can then express those emotions through movement. This method can have several positive outcomes, including better mood, improved communication, and heightened self-esteem.

The act of moving the body and getting some exercise can improve a person's mood. This also serves as a healthy coping mechanism for people with mood disorders. By interpreting music and using nonverbal communication, clients improve their communication skills.

Discussing Song Lyrics

Like poetry, song lyrics can evoke strong emotional reactions. Music therapists sometimes lead discussions about song lyrics to help clients. Through this discussion, several topics can arise, giving patients opportunities to talk about difficult elements of their personal lives.

Trying to interpret lyrics also teaches empathy. Furthermore, if two people disagree on the meaning of the words, the therapist can use the disagreement as a chance to show how to resolve conflict.

Materials & Measures

As the research conducted was of a quantitative nature a questionnaire was used to collect the necessary data. The questionnaire consisted of a total of 73 questions divided into four sections which participants of the present research were asked completed. The four sections comprised of two pre-existing questionnaires and two

original questionnaires created for the purpose of this study. Appendix 1. shows the complete questionnaire completed by participants. The online survey tool ‘Survey Monkey’ was utilised for the purpose of gathering data. Survey Monkey allows a user to create a customised survey online and to share a link to that same survey with an audience of their choice. The 73 questions were input into Survey Monkey and a customised survey was created. At the header of the survey a note was added to brief participants of the purpose of the study. At the footer of the survey another note was added containing information on organisations which participants could contact if they were

1 Questionnaire – Section 1 Section 1 of the questionnaire consisted of The Oxford Happiness Questionnaire

Questionnaire – Section 2 Section 2 of the questionnaire consisted of the STOMP test.


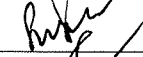
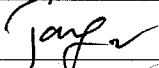

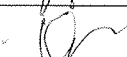
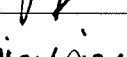
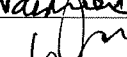
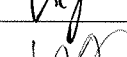


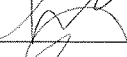

Questionnaire – Section 3 Section 3 of the questionnaire consisted of 9 questions relating to engagement and emotional response to music. Questionnaire – Section 4 Section 4 of the questionnaire consisted of 7 questions created by the researcher for the purposes of the present research. The first 3 questions were demographic questions which related to the participants involvement with music, one of which included a subsequent question allowing the participant to enter free-text if they answered ‘Yes’ to that same question. The demographic questions were ‘Do you play a musical instrument?’, ‘Are you in a band?’, ‘Are you in a choir?’. The last 4 questions of this section related to the importance of music in the participants life, three of which included a subsequent question allowing the participant to enter free-text if they answered ‘Yes’ to that same question. Answers were measured using a measurement of numbers 1 and 2 where 1 equals ‘Yes’ and 2 equals ‘No’.

ANNEXURE 2

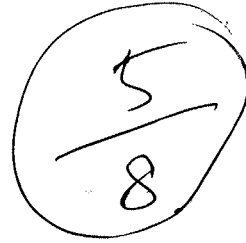
Bharath Institute of Higher Education and Research (SLIMS)

LIST OF STUDENTS ENROLLED

Participant list of Value added course: **Certificate course on role of music on emotional well being**

Sl.No	Reg.No	Name of the candidate	Signature
1	U19MB381	SUGANTHI CLARET D	
2	U19MB382	SUJANA P	
3	U19MB383	SURYAKANT BHARDWAJ	
4	U19MB384	SUSHREE SANGEETA	
5	U19MB385	SWATHI V	
6	U19MB386	SWETHA HARIKUMAR	
7	U19MB387	TANYA PACHORY	
8	U19MB388	THENNARASU V A	
9	U19MB389	TRIYAN HARSHIL SINGH	
10	U19MB390	UBANISHA A	
11	U19MB391	UGARSAN P	
12	U19MB392	VAISNAVI R	
13	U19MB393	VIJAY A M	
14	U19MB394	VIJITHA VIJAYAN	
15	U19MB395	VIMALAN D	
16	U19MB396	VISHNUDEVAN V	
17	U19MB397	R VISHVESHWER	
18	U19MB398	XAVIER VASANTHA MARTINO P	
19	U19MB399	YUKESH KANNA T	
20	U19MB400	ZABIULLAH K A	

ANNEXURE-3



MCQ

- 1) In an Orchestra, which is the largest brass section instrument?
 - a. Trumpet
 - b. Tenor
 - c. French horns
 - d. Tuba
- 2) Name the band having its name after a scientist from the movie Barbarella?
 - a. Duran Duran
 - b. A Ha
 - c. Nile Rodgers
 - d. Tears for fears
- 3) The Clawhammer is a playing style associated with an instrument, what is it?
 - a. Ukulele
 - b. Banjo
 - c. Mandolin
 - d. Fiddle
- 4) 27) Name the lead singer born Farrokh Bulsara?
 - a. Brian May
 - b. Rami Malek
 - c. Freddie Mercury
 - d. Jim Hutton
- 5) The famous hymn written by Julia Ward Howe is?
 - a. "Battle Hymn of the Republic"
 - b. Mine eyes have seen the glory
 - c. How Great Thou Art
 - d. Here, I am Lord
- 6) A music therapist working with a group of clients who are depressed has chosen a songwriting experience. To establish trust within the group, the therapist should
 - A. Compose a song using input from group members who participate.

B. emphasize proper use of rhyme schemes and musical form to provide structure.

C. Encourage each client to contribute a personal thought for use in the lyrics

.D. Instruct each client to write and sing a solo verse for the song.

7. A music therapist has recently started to work in a forensic setting. The music therapist was given very clear instructions concerning safety of the clients: no instruments can be brought onto the unit, including guitar, keyboard, and percussion instruments. Which of the following is the BEST action for the therapist to take?

A. Request permission to bring in small instruments. B. Adhere to the instructions C. Bring in small instruments based on best professional judgement. D. Question the administration about the severe restrictions

8. A 7-year-old girl with a severe developmental disability is receiving music therapy in a residential setting. She is nonverbal and *prone to* be fearful and anxious in new situations. When brought into the therapy room for her first session, she actively resists and begins to cry. The music therapist, working in an improvisational model, might do which of the following? 1. Meet the child by playing music to express the intensity of her crying. 2. Reflect the child's sound and breathing with careful musical phrasing. 3. Comfort the child by holding and rocking her while singing soothing lyrics. 4. Sing without words so the child hears another voice that corresponds to how she is feeling.

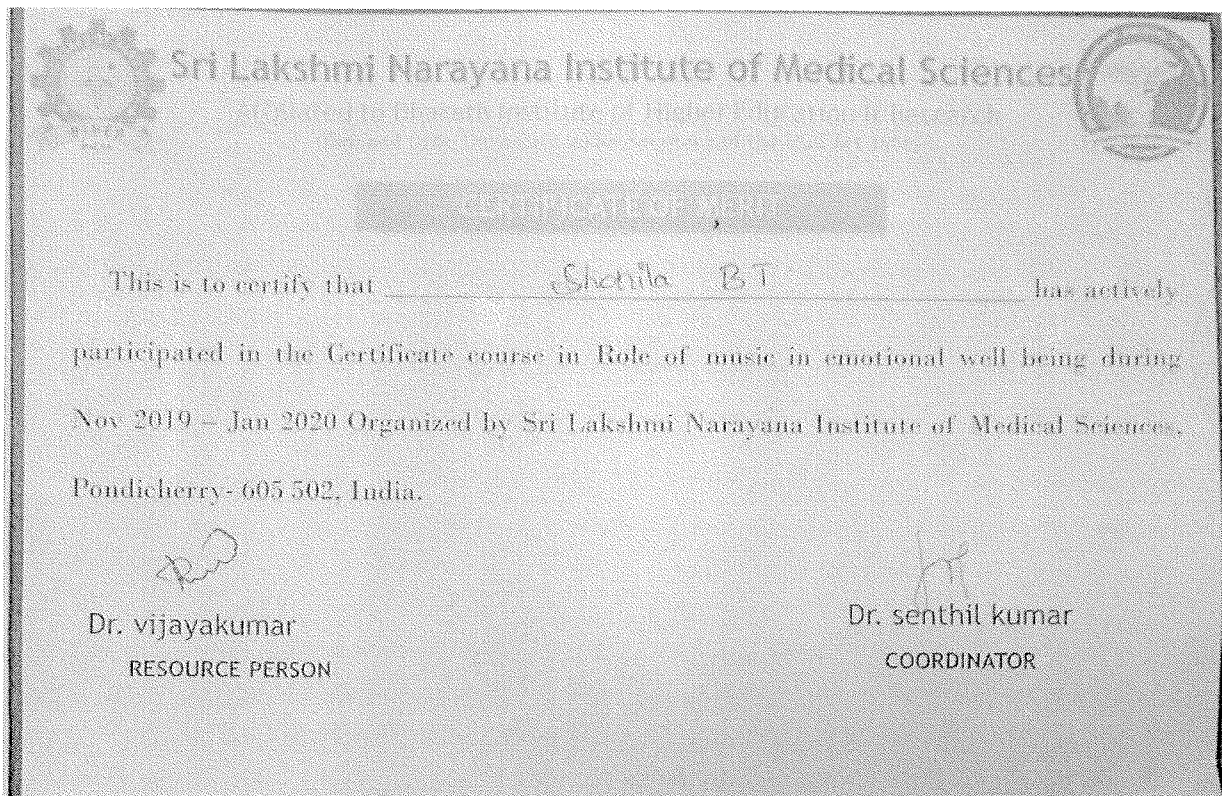
A. 2, 3, and 4 only

B. 1, 2, and 3 only 1, 2, and 3 only

C. 1, 3, and 4 only

D. 1, 2, and 4 only

Annexure 4



ANNEXURE 5

Course/Training Feedback Form

Course: certificate course in Role of Music in Emotional well being
Date: 24/11/2019
Name: Vaishnav
Reg NO. U19MB392
Department: physiology

Q 1: Please rate your overall satisfaction with the format of the course:

a. Excellent b. Very Good c. Satisfactory d. unsatisfactory

Q 2: Please rate course notes:

a. Excellent b. Very Good c. Satisfactory d. unsatisfactory

Q 3: The lecture sequence was well planned

a. Excellent b. Very Good c. Satisfactory d. unsatisfactory

Q 4: The lectures were clear and easy to understand

a. Excellent b. Very Good c. Satisfactory d. unsatisfactory

Q 5: Please rate the quality of pre-course administration and information:

a. Excellent b. Very Good c. Satisfactory d. unsatisfactory

Q 6: Any other suggestions: Nil

Comments:

Class was very useful

Thank you for taking the time to complete this survey, your comments are much appreciated.

OPTIONAL Section: Name Vaishnav

Signature Vaishnav Date 24/11/2019

COURSE COMPLETION LETTER

Date 6.01.2020

From
B.Deivanayagame,
Department of physiology,
SLIMS
Bharath Institute of Higher Education and Research,
Chennai.

Through Proper Channel

To
The Dean,
SLIMS
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course: Certificate course in Role of music in emotional well being

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: _ Certificate course in Role of music in emotional well being on 6th january 2020. We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.
Kind Regards

Dr.B.Deivanayagame

Encl: Certificates

Photographs

PHOTOGRAPHS

