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Music for Health Syllabus

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Part of the [Music Commons](#)

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Course Title: Music for Health

Instructor: Eric B. Miller, Ph.D.

Course Description: This course delves into the transformative potential of music for promoting holistic health and well-being. Participants will become acquainted with the different theoretical approaches used in music therapy and sound healing and will explore the use of music as a tool for physiological self-care and emotional regulation. Through experiential learning and exploration, students will discover how music can positively impact physical, emotional, and mental health.

Course Duration: 8 classes

This course utilizes weekly readings, online videos and experiential activities to deliver a comprehensive learning experience. Learning is assessed through student reaction write-ups of class activities, experiential projects and completion of a final project.

Class 1: Introduction to Music Therapy and Sound Healing

- **Understanding the Role of Music in Healing Practices**
- **Historical Overview of Music Therapy**
- **Introduction to Sound Healing Modalities**
- **Exploring the Therapeutic Potential of Music**

Activity: *Mobile and on-line synthesizers. Explore variety of available sounds.*

Required Readings:

- Book Chapter: " **Music: Physician for Times to Come**" by Don Campbell, Intro and Chapter 1: "Listening: The Art of Sound health"

Suggested Additional Readings: Music and Miracles by Don Campbell (1992). Quest Books.

Brief Intro to class video with Dr. Miller

Video: Music Therapy, Music Therapy with Children and Sound Healing (adapted from Live Class – Yuja)

Additional video and resources:

[Music Tech Video Part 3: Online Synthesizers](#)

[Eric B. Miller, University of North Dakota](#)

<https://commons.und.edu/oers/16/>

Viktor N1 Online Synth:

<https://nicroto.github.io/viktor/>

Midi City – Online Synth and drum machine

<https://midi.city/>

Class 2: Music and Stress Reduction

- **The Physiological Impact of Music on Stress and Anxiety**
- **Active and Receptive Music Techniques for Stress Reduction**
- **Creating Personalized Relaxation Playlists**
- **Drumming for stress reduction**

Activity: *Start your stress reduction playlist by locating your first selection.*

Readings:

- Book: "Bio-guided Music Therapy" by Eric Miller
 - Introduction
 - Chapter 1: Historical Background
 - Chapter 2: Shifting Healthcare Paradigms
-

Class 3: Rhythmic Entrainment and Drumming

- **Understanding Rhythmic Entrainment in Music Therapy**
- **Exploring Rhythm-Based Therapeutic Techniques**
- **Utilizing Music for Physical Rehabilitation**

Activity: *Mobile and on-line drum machines. Find a pre-set rhythm you enjoy playing along with.*

Readings:

- Article: Thaut, M. (2015). Neurobiological foundations of neurologic music therapy: rhythmic entrainment and the motor system. *Front. Psychol.*, 17 February 2015 Sec. Auditory Cognitive Neuroscience, Volume 5 - 2014 | <https://doi.org/10.3389/fpsyg.2014.01185>

Video: Neurologic Music Therapy - Rhythmic Auditory Stimulation - Gait Training

- <https://www.youtube.com/watch?v=fbDKHGg9upQ&t=1s>
-

Class 4: Vocal Toning and Mantra

- Vocal Toning as a Healing Practice
- The Power of Mantras in Sound Healing
- Chanting and Affirmations for Well-being
- Individual and Group Vocal Practices

Activity: Practice 5 min daily long vocal toning and/or mantra repetitions.

Readings:

Article: "Living the Yoga of Sound - Chanting and Mantras" by Russill Paul

Chapter 9. Bio-Guided Music Therapy for Stress, The bio-guided imagery process, Meditation, Toning

Videos: Online Freedom Through VOCAL TONING with George W. Grant

<https://youtu.be/xF7wKYxwzWE?si=NYmO5ja78Yd-cwIE>

Jonathan Goldman - Sound Healing @ UPLIFT 2012

<https://youtu.be/IL8VPf6fkIM?si=sNxxCkSeTsYCCDC4>

Class 5: Healing with Singing Bowls, Tuning Forks and Gongs

- Introduction to Tibetan Singing Bowls
- Crystal Singing Bowls and their Properties
- Healing Properties of Gongs
- Practical Techniques with Singing Bowls and Gongs

Activity: Practice receiving vibrations from the striking of a gong, Tibetan bowl, water-filled glass, tuning fork, Bundt pan, etc.

Readings:

- Goldsby TL, Goldsby ME, McWalters M, Mills PJ. Effects of Singing Bowl Sound Meditation on Mood, Tension, and Well-being: An Observational Study. J Evid Based Complementary Altern Med. 2017 Jul;22(3):401-406. doi: 10.1177/2156587216668109. Epub 2016 Sep 30. PMID: 27694559; PMCID: PMC5871151.
- What is Sound Therapy:
Videos:
https://youtu.be/eUL9Dp_bciA?si=N05OeughSv0Krwol
- What is Sound Healing

<https://www.academyofsoundhealing.com/what-is-sound-healing>

Video: Lynn Miller demonstrates 50 string Sound bed:

https://youtu.be/dKFWL23_RFE?si=4PsLwvTAS2K9ZONs

Class 6: Music for Cognitive Enhancement

- **The Impact of Music on Cognitive Functioning**
- **Using Music in Memory Enhancement Techniques**
- **Music Therapy with Seniors**
- **Exploring Music Therapy for Neurological Disorders**

Activity: *Locate a musical selection that you feel sharpens your cognition.*

Readings:

- Book Chapter: "Musicophilia: Tales of Music and the Brain" by Oliver Sacks, Chapter 8: "A Bolt from the Blue: Case Studies of Music and Memory"

Videos:

Gabby Giffords speaks four years into her recovery.

https://www.youtube.com/watch?v=4_kTv2t2hIY

Gabrielle Giffords' First Interview Since Arizona Shooting with Diane Sawyer

<https://youtu.be/-oqladJE6GE?si=GSiAmtMHyA-eWH6A>

Music Therapy with Seniors Part 1

https://youtu.be/-VSLsqe7B8U?si=Lc_6FI8F3t8dQJb0

<https://www.youtube.com/watch?v=-VSLsqe7B8U>

Music Therapy with Seniors Eric B Miller PhD. MT-BC PART 2

<https://www.youtube.com/watch?v=rNbgZk4VvVk>

Music Therapy with Seniors Eric B Miller PhD. MT-BC PART 3

<https://youtu.be/dC0I53aN2qk?si=NI1883D2PgMtlhKP>

Class 7: Music and Spiritual Well-being

- **Exploring the Spiritual Dimensions of Music**
- **Using Music for Meditation and Mindfulness Practices**
- **Music as a Tool for Cultivating Transcendent Experiences**

Activity: *Continue adding to your relaxing playlist with meditative selections.*

Readings:

- Book Chapter: "The Healing Power of Sound" by Mitchell L. Gaynor, Chapter 5: "Music and Spirituality"

Class 8: Music in Community and classrooms

- **The Role of Music in Building Community and Connection**
- **Exploring Music intervention in Group Settings**
- **Using Music for Classroom Objectives**
- **Music Therapy with Kids**

Activity: Start work on Final Project

Readings:

- Book Chapter: "Music Therapy Groupwork with Special Needs Children: The Evolving Process" by Karen D. Goodman, Chapter 4: "Music Therapy Groupwork in the School Setting"
- Music Therapy with Kids
- <https://www.youtube.com/watch?v=0xwf76MUkto&t=1s>

Final Integration of Music for Health Practices

- **Develop a Personalized Music for Health Plan or Activity**
- **Implement Music-Based Interventions in Daily Life**
- **Reflection on the Journey and Future Applications**

Activity: Work on Final Project

Course Objectives:

1. Understand the principles and applications of music therapy and sound healing for health and well-being.
2. Explore the therapeutic potential of music for stress reduction, emotional expression, cognitive enhancement, and spiritual well-being.
3. Learn practical techniques for using music in various health contexts, including individual and group settings.
4. Develop personalized music for health plans for self-care and community well-being.
5. Reflect on the journey and explore future applications of music for self-enrichment.

Assignments:

1. Weekly Reflection Journals: Reflect on personal experiences with music for health activities. Post in the online assignment forum. 25%
2. Create Your Personalized Music Playlist: Develop a playlist tailored to specific health goals. Share playlist in assignment forum. 25%
3. Write-up of active music playing experience with reference to your personal physiological and or emotional response. Submit Audacity multi-track project wav file mix-down of playing against a rhythm track. 25%
4. Final Project: Develop a personal or community music activity that addresses personally identified objectives. Describe the activity itself, materials needed, objectives and summary of personal experience. 25%

Assessment:

1. Active participation in discussions and activities.
2. Completion of assignments.
3. Final project.

Credit Hours:

4 hours of instructional video by presenter and related YouTube selections.

6 hours reading of books, book chapters and articles.

5 hours conducting experiential projects with write-ups.

Materials:

1. Books and articles on music therapy, sound healing, and the therapeutic use of music.
2. Access to music streaming platforms or libraries for creating personalized playlists.
3. Access to musical instruments or sound healing tools for experiential learning.
4. Digital Audio software, e.g. Audacity

References:

Campbell, D. (1995). Music Physician for Times to Come. Wheaton: Quest Books.

Mitchell L. Gaynor, M.D. (2002). The Healing Power of Sound: Recovery from Life-Threatening Illness Using Sound, Voice, and Music. Shambhala.

Goodman, Karen. (2007). Goodman, K. Music Therapy Groupwork with Special Needs Children: The Evolving Process Springfield, Illinois: Charles C Thomas.

Goldsby TL, Goldsby ME, McWalters M, Mills PJ. Effects of Singing Bowl Sound Meditation on Mood, Tension, and Well-being: An Observational Study. J Evid Based Complementary Altern Med. 2017 Jul;22(3):401-406. doi: 10.1177/2156587216668109. Epub 2016 Sep 30. PMID: 27694559; PMCID: PMC5871151.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5871151/>

Miller, E. (2011). Bio-Guided Music Therapy: A practitioner's guide to the clinical integration of music and biofeedback, London: Jessica Kingsley.

Sacks, O. (2008). *Musicophilia: tales of music and the brain*. New York, Alfred A. Knopf.

Thaut, M. (2015). Neurobiological foundations of neurologic music therapy: rhythmic entrainment and the motor system Front. Psychol., 17 February 2015 Sec. Auditory Cognitive Neuroscience, Volume 5 - 2014 | <https://doi.org/10.3389/fpsyg.2014.01185>

Resources and Videos:

What is Sound Therapy:

https://youtu.be/eUL9Dp_bciA?si=N05OeughSv0Krwol

What is Sound Healing

<https://www.academyofsoundhealing.com/what-is-sound-healing>

[Music Tech Video Part 3: Online Synthesizers](#)

[Eric B. Miller, University of North Dakota](#)

<https://commons.und.edu/oers/16/>

Viktor N1 Online Synth:

<https://nicroto.github.io/viktor/>

Midi City – Online Synth and drum machine

<https://midi.city/>

Audacity – Digital Audio Work Station:

<https://www.audacityteam.org/>

Music Therapy, Music Therapy with Children and Sound Healing (adapted from Live Class – Yuja)

Music Therapy with Kids

<https://www.youtube.com/watch?v=0xwf76MUkto&t=1s>

Music Therapy with Seniors Part 1

https://youtu.be/-VSLsqe7B8U?si=Lc_6FI8F3t8dQJb0

<https://www.youtube.com/watch?v=-VSLsqe7B8U>

Music Therapy with Seniors Eric B Miller PhD. MT-BC PART 2

<https://www.youtube.com/watch?v=rNbgZk4VvVk>

Music Therapy with Seniors Eric B Miller PhD. MT-BC PART 3

<https://youtu.be/dC0l53aN2qk?si=NI1883D2PgMtlhKP>

Music Therapy at the Nordoff-Robbins Center

<https://youtu.be/Nw7DbmhhLoYo>

Nordoff-Robbins Music Therapy Video Portrait (Part 1)

https://youtu.be/_CuAjiU7RBg?si=4EIIeB7ga4LUsnMV

Clive Robbins Clinical Excerpts

https://youtu.be/8t0AjXslomM?si=YR_3aqfZCZMKaDKT

Neurologic Music Therapy - Rhythmic Auditory Stimulation - Gait Training

<https://www.youtube.com/watch?v=fbDKHGG9upQ&t=1s>

Gabby Giffords speaks four years into her recovery

https://www.youtube.com/watch?v=4_kTv2t2hIY

Gabrielle Giffords' First Interview Since Arizona Shooting with Diane Sawyer

<https://youtu.be/-oqladJE6GE?si=GSiAmtMHyA-eWH6A>

Bourgade Bell Choir plays 'Eye of the Tiger'

https://www.youtube.com/watch?v=qmv_uqDZSU8

Online Freedom Through VOCAL TONING with George W. Grant

<https://youtu.be/xF7wKYxwzWE?si=NYmO5ja78Yd-cwIE>

Jonathan Goldman - Sound Healing @ UPLIFT 2012

<https://youtu.be/IL8VPf6fklM?si=sNxkSeTsYCCDC4>

Netiquette is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

- **Be scholarly.** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas of others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
- **Be respectful.** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
- **Be professional.** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
- **Be polite.** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness, and writing in all capital letters (shouting) should be avoided.

For more information, read the [Top 12 Be-Attitudes of Netiquette for Academicians](#).

About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at und.courses@UND.edu or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit

the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

A final note *(optional)*

Share any other information not previously covered in the syllabus that you want to make sure students are aware of.

University of North Dakota Policies & Resources

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please contact me. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (180 McCannel Hall, 701.777.3425) or [you may register online](#).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. An example of a courtesy service includes access to a test scribe if the student has a broken hand. If you are unable to make your own arrangements, please contact [DSS](#) (701.777.3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [UND Title IX site](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, [learn more about confidential support services](#) at UND.

UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. Visit the [UND Cares program](#) webpage for more additional information.

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.

Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeate this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

Additional Resources

It is my goal to foster an environment of mutual respect in which everyone feels comfortable voicing their opinions, sharing their stories, and learning about potentially heavy or personally relevant material. If, at any point, you feel like the information covered in this class elicits thoughts, feelings, or concerns that you would like to discuss further, don't hesitate to reach out to me, or the [UND Counseling Center](#) (701-777-2127)

Further, if you experience extenuating circumstances, sexual violence, identity-based harm, or any other personal crisis during the semester, don't hesitate to reach out to me so we can provide academic assistance and help you in this course, and put you in contact with the appropriate resources and services (if needed).

- [UND Care Team](#): 701-777-2664 (8:00 AM to 4:30 PM M-F) or 701-777-3491 (evenings and weekends)
- [UND Campus Police](#): 701-777-3491 • UND Student Health: 701-777-4500
- [UND Title IX Resources](#)
- [Abuse and Rape Crisis Hotline \(CVIC\)](#): 701-746-8900 (24 hours)
- [Grand Forks Police Department](#): 701-787-8000 (24 hours)
- [Emergency Room](#): 701-780-5280
- [UND Student Diversity and Inclusion](#): 701-777-6985
- [Food For Thought Pantry](#): (Wilkerson Commons Room 169; 701-777-4200)
- [National Suicide Prevention Lifeline](#): (1-800-273-8255)