



压力情绪健康管理 and 心理认知

Stress Emotional Health Management and
Psychological Cognition



#1. 课程背景及简介



随着现代生活节奏的加快，生活和学习的压力也越来越大，部分人群在遇到某种挫折时可能造成强烈的自我否定心理，如若再找不到可以求援和倾诉的知心朋友，使其负面情绪无法排解，就更容易发生心理危机。许多人在个人生活中使用音乐来促进健康和幸福，但我们并不总是了解它是如何工作的。随着医学的发展,新理论,新知识的引进以及医学模式的转变,除传统的疾病治疗方法外,人们已开始用音乐疗法来影响人的神经系统,达到治疗的目的。音乐康复治疗是医学、心理学与音乐相互结合,相互交叉渗透的产物。音乐治疗师利用音乐帮助那些正在与精神和身体健康问题作斗争的人们。专业人士使用音乐的方式训练，拓展基于对音乐心理学的研究以及对该领域人士的应用研究。

本课程将介绍音乐治疗和音乐心理学研究和实践中的一些关键思想和原则。本课程采用寿命法，涵盖音乐和儿童、青少年、成年人和老年人。在每一个主题中，音乐心理学研究将被探索，以了解音乐与大脑、身体和心理之间的联系。音乐治疗的应用将在残疾儿童、处于危机中的青少年、患有身心疾病的成年人以及患有痴呆症的老年人中进行探索。

#2. 学习目标



本课程将解决许多挑战，如：

- ★ 探索音乐心理学的基础研究？
- ★ 了解音乐是如何在大脑和身体中被处理的？
- ★ 探究音乐治疗在不同人群上的应用？

#3. 任课教师信息



Prof. K S M

教授是音乐、音乐治疗和青少年问题的国际专家。她进行了一系列研究，调查年轻人对音乐的健康和不健康使用，更喜欢参与式的方法，强调反思性、定性的调查。她还为开发一种评估工具作出了贡献，以提高年轻人对音乐的有意识和有意识的使用。她的音乐治疗研究涵盖了学校、社区和医院的青少年实践，包括一系列音乐策略，如歌曲创作、即兴创作、表演和音乐分享。她致力于在学校建立健康的音乐文化，促进幸福感和联系，并为希望实现个人和人际关系改变和成长的年轻人提供直接治疗服务。McFerran 教授在国际和跨学科的参考期刊上发表了她的研究成果，并为编辑的书籍提供了大量的案例研究和实践反思，以及她关于“青少年，2010 年的《音乐与音乐治疗》（Jessica Kingsley Publishers）和 2014 年的《在学校中建立音乐文化》（Barcelona Publishings）

第二期。她还是《声音：音乐治疗的世界论坛》的编辑 www.voices.no 并担任澳大利亚和北欧音乐治疗杂志、今日音乐治疗杂志和团体社会工作杂志的编辑。教授是音乐治疗硕士课程项目的负责人，也是国家音乐治疗研究部的主任，她负责管理一系列探索音乐和青少年的项目。她目前是 VCA&MCM 学院副院长（研究），墨尔本大学艺术与音乐学院教授、副院长（研究）。卡特里娜是研究高等学位委员会和副院长研究委员会的成员，曾任墨尔本教育研究生院副院长，也是研究生研究奖学金委员会的执行成员。

#4.课程设置

PBL

周期	时间	课程设置内容	课时
第一周 学习指南 教授及助教辅导	1月28日 周六	什么是PBL教学方法	1
		PBL教学的常见形式	1
	1月29日 周日	教授课-1 音乐与亲情 学习目标：了解音乐心理学家对婴儿进行研究的方式，并将其与音乐治疗师对严重残疾儿童的治疗的工作方式联系起来。 描述：教授在本次课堂中通过探索音乐和联系，借鉴有关婴儿对音乐的反应以及父母和婴儿在本质上以音乐方式互动的研究。这一点将在音乐治疗实践中通过视频例子和理论解释对严重残疾儿童进行检验。	3
	1月30日 周一	助教课-1 知识点查漏补缺	2
	1月31日 周二	教授课-2 音乐与心理健康 学习目标：了解音乐心理学家对成年人进行研究的方式，并将其与音乐治疗师治疗精神病患者的方式联系起来 描述：在本次课堂中，教授将对音乐心理学和音乐治疗的研究和理论进行概述。同时通过案例研究说明音乐治疗在精神病患者治疗中的应用。	3
	2月1日	助教课-2	2

第二周 教授及助教辅导	周三	知识点查漏补缺	
	2月2日 周四	教授课-3 音乐与身体健康 学习目标：了解音乐心理学家对人进行研究的方式，并将其与音乐治疗师在康复治疗中与人合作的方式联系起来。 描述：在本次课堂中，教授将对音乐心理学和音乐治疗的研究和理论进行概述。同时通过案例研究说明音乐治疗的作用与意义。	3
	2月3日 周五	助教课-3 知识点查漏补缺& 跟进学生个人作业进度	2
	2月4日 周六	教授课-4 互动与项目设计跟进答疑	1.5
	2月6日 周一	助教课-4 跟进学生个人作业进度	2
	2月7日 周二	教授课-5 音乐与记忆 学习目标：了解音乐心理学家对老年人进行研究的方式，并将其与音乐治疗师对痴呆症患者的工作方式联系起来。 描述：在本次课堂中，教授将会概述音乐心理学和音乐治疗的研究和理论。同时举例分析音乐治疗师对于痴呆症患者的治疗。	2
第三周 教授及助教辅导 未来展望	2月8日 周三	助教课-5 跟进学生个人作业进度	2
	2月9日 周四	教授课-6 音乐康复治疗 and 音乐心理学 学习目标：本课程采用寿命法，涵盖音乐和儿童、青少年、成年人和老年人。在每一个主题中，音乐心理学研究将被探索，以了解音乐与大脑、身体和心理之间的联系。音乐治疗的应用将在残疾儿童、处于危机中的青少年、患有身心疾病的成年人以及患有痴呆症的老年人中进行探索。	2

	2月10日 周五	助教课-6 知识点查漏补缺& 指导学生个人作业成果展示	2
	2月11日 周六	教授课-7 教授点评学生个人作业成果	1.5
	2月12日 周日	升学与就业方向展望	1
		个人规划及发展建议	1
总课时	32		

#5. 阅读材料



★ Malloch, S., & Trevarthen, C. (Eds.). (2008). Musicality: Communicating the vitality and interests of life (pp. 1-11). In Communicative musicality: Exploring the basis of human companionship. Oxford University Press.

★ McFerran, K., Lee, J. Y., Steele, M., & Bialocerkowski, A. (2009). A descriptive review of the literature (1990-2006) addressing music therapy with people who have disabilities. *Musica Humana*, 1(1), 45-80.

★ Lamont, A. (2011). The beat goes on: music education, identity and lifelong learning. *Music Education Research*, 13(4), 369-388.

★ McFerran, K.S. (2020). Adolescents and Music Therapy: A reflective review with recommendations for research and practice, *Music Therapy Perspectives*, 38 (1), 80-88, doi: 10.1093/mtp/miz014

★ Sena Moore, K. (2017). Understanding the influence of music on emotions: A historical review. *Music Therapy Perspectives*, 35(2), 131-143.

★ Solli, H. P., Rolvsjord, R., & Borg, M. (2013). Toward understanding music therapy as a recovery-oriented practice within mental health care: A meta-synthesis of service users' experiences. *Journal of Music Therapy*, 50(4), 244-273.

★ Thaut, M. H., McIntosh, G. C., & Hoemberg, V. (2015). Neurobiological foundations of neurologic music therapy: rhythmic entrainment and the motor system. *Frontiers in psychology*, 5, 1185.

★ Weller, C. M., & Baker, F. A. (2011). The role of music therapy in physical rehabilitation: a systematic literature review. *Nordic Journal of Music Therapy*, 20(1), 43-61.

★ Baird, A., & Samson, S. (2009). Memory for music in Alzheimer's disease: unforgettable?. *Neuropsychology review*, 19(1), 85-101.

★ McDermott, O., Crellin, N., Ridder, H. M., & Orrell, M. (2013). Music therapy in dementia: a narrative synthesis systematic review. *International journal of geriatric psychiatry*, 28(8), 781-794.

#6.项目主题



本课程使用 PBL 教学法，PBL 即项目式学习，是一种以学生为中心的教学方法，教师提供关键素材构建学习环境，学生通过在此环境里解决一个开放式项目的经历来学习。以下为本课程可选的项目主题：

- 音乐与情感
- 音乐与身份
- 音乐与心理健康
- 音乐与身体健康
- 音乐与记忆

英文版教学大纲



Course Title	Introduction to Music Therapy and Music Psychology
Credit Hours	32 (one credit hour is 45 minutes)
Course Objectives	<ul style="list-style-type: none">★ Music and Bonding★ Music and Identity★ Music and Mental Health★ Music and Physical Health★ Music and Memories
Course Description	This course will cover five essential topics for understanding music psychology and music therapy research and practice. It will begin in the first class by exploring music and bonding, drawing on the research about how infants respond to music and the ways that parents and babies interact in essentially music ways. This will then be examined in music therapy practice with children who have severe disabilities using video examples and theoretical explanations. The second topic will be music and identity, including the ways that young people choose music and instruments to express their identities. Music therapy applications will include working with marginalized youth who have had adverse life experiences and for whom music can be an important source of

	<p>strength. The third area to be examined will be music and mental health. There is a large body of music psychology research investigating music and emotions that will be discussed. We will then focus on how music therapists work with people who have mental illness, carefully using music as a way of exploring emotions and connecting to positive resources. The fourth topic will be music and physical health, this time looking at the connection between music and the body, rather than music and the mind. Examples of music therapy being used in rehabilitation post traumatic brain injury and other accidents provide interesting examples to understand this area of practice. The fifth and final topic to be explored will be music and memories, with a particular focus on thinking and cognition. Music therapists work with people who have dementia will be examined with a focus on the special relationship between older people and their careers.</p>
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The topic in the global context

Many people use music for health and wellbeing in their personal lives, but we don't always understand how it works. Music therapists help people who need support to this this because they are struggling with mental and physical health problems. The ways that music is used by professionals requires training and is based on research in music psychology as well as applied studies with people in the field.

This course will introduce some of the key ideas and principles from research and practice in music therapy and music psychology. Using a lifespan approach, the course will cover music and children, teenagers, adults, and older adults. Within each topic, music psychology research will be explored to understand the link between music and the brain, body, and psyche. Music therapy applications will be explored with children who have disabilities, adolescents in crisis, adults with physical and mental illness, as well as older adults with dementia.

Professor Katrina McFerran is an international expert on the topic of music therapy and music psychology. She is Head of Creative Arts Therapy at The University of Melbourne in Australia and teaches more than 1000 students each year about the ways that music can be used for health and wellbeing. She is an active researcher who have investigated a range of topics related to music and youth, and published 5 books, 89 journal articles and 23 book chapters on this topic. She is also creator of the MOOC ‘How Music Can Change Your Life’ and the TedX talk ‘Coming Back from the Darkside with Music’.

Brief introduction of the course

This course will cover five essential topics for understanding music psychology and music therapy research and practice. It will begin in the first class by exploring music and bonding, drawing on the research about how infants respond to music and the ways that parents and babies interact in essentially music ways. This will then be examined in music therapy practice with children who have severe disabilities using video examples and theoretical explanations. The second topic will be music and identity, including the ways that young people choose music and instruments to express their identities. Music therapy applications will include working with marginalized youth who have had adverse life experiences and for whom music can be an important source of strength. The third area to be examined will be music and mental health. There is a large body of music psychology research investigating music and emotions that will be discussed. We will then focus on how music therapists work with people who have mental illness, carefully using music as a way of exploring emotions and connecting to positive resources. The fourth topic will be music and physical health, this time looking at the connection between music and the body, rather than music and the mind. Examples of music therapy being used in rehabilitation post traumatic brain injury and other accidents provide interesting examples to understand this area of practice. The fifth and final topic to be explored will be music and memories, with a particular focus on thinking and cognition. Music therapists work with people who have dementia will be examined with a focus on the special relationship between older people and their carers.

	Topics
Module 1	Objective: To understand the ways that music psychologists have conducted research with infants and to connect this to the ways music therapists work with people



	<p>Description: In the teaching videos, an overview will be provided of both music psychology and music therapy research and theory. Case studies will be used to illustrate what music therapy looks like in practice.le who have severe disabilities.</p>
Module 2	<p>Objective: To understand the ways that music psychologists have conducted research with teenagers and to connect this to the ways music therapists work with adolescents.</p> <p>Description: In the teaching videos, an overview will be provided of both music psychology and music therapy research and theory. Case studies will be used to illustrate what music therapy looks like in practice.</p>
Module 3	<p>Objective: To understand the ways that music psychologists have conducted research with adults and to connect this to the ways music therapists work with people who have mental illness.</p> <p>Description: In the teaching videos, an overview will be provided of both music psychology and music therapy research and theory. Case studies will be used to illustrate what music therapy looks like in practice.</p>
Module 4	<p>Objective: To understand the ways that music psychologists have conducted research with people and to connect this to the ways music therapists work with people in rehabilitation.</p> <p>Description: In the teaching videos, an overview will be provided of both music psychology and music therapy research and theory. Case studies will be used to illustrate what music therapy looks like in practice.</p>
Module 5	<p>Objective: To understand the ways that music psychologists have conducted research with elders and to connect this to the ways music therapists work with people who have dementia. Case studies will be used to illustrate what music therapy looks like in practice.</p> <p>Description: In the teaching videos, an overview will be provided of both music psychology and music therapy research and theory.</p>
Module 6	<p>Objective: To observe music therapy in practice and discuss the complexities of tailoring to individual's needs Description: In this live class, the teacher will share videos and facilitate small group discussions about how the music therapist is adapting music to meet the needs of people in the videos.</p>



Module 7	<p>Objective: To understand the final assignment and to have the opportunity to ask questions about it</p> <p>Description: In this live class, the teacher will answer questions about the assignment and provide further videos of music therapists working in practice to illustrate the connection between research and practice.</p>
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Required Readings

To better understand the topic, make sure to check the following papers/journals/essays/ videos/ books (publications in general):

Topic 1:

Malloch, S., & Trevarthen, C. (Eds.). (2008). Musicality: Communicating the vitality and interests of life (pp. 1-11). In Communicative musicality: Exploring the basis of human companionship. Oxford University Press.

McFerran, K., Lee, J. Y., Steele, M., & Bialocerkowski, A. (2009). A descriptive review of the literature (1990-2006) addressing music therapy with people who have disabilities. *Musica Humana*, 1(1), 45-80.

Topic 2:

Lamont, A. (2011). The beat goes on: music education, identity and lifelong learning. *Music Education Research*, 13(4), 369-388.

McFerran, K.S. (2020). Adolescents and Music Therapy: A reflective review with recommendations for research and practice, *Music Therapy Perspectives*, 38 (1), 80-88, doi: 10.1093/mtp/miz014

Topic 3:

Sena Moore, K. (2017). Understanding the influence of music on emotions: A historical review. *Music Therapy Perspectives*, 35(2), 131-143.

Solli, H. P., Rolvsjord, R., & Borg, M. (2013). Toward understanding music therapy as a recovery-oriented practice within mental health care: A meta-synthesis of service users' experiences. *Journal of Music Therapy*, 50(4), 244-273.

Topic 4:

Thaut, M. H., McIntosh, G. C., & Hoemberg, V. (2015). Neurobiological foundations of neurologic music therapy: rhythmic entrainment and the motor system. *Frontiers in psychology*, 5, 1185.

Weller, C. M., & Baker, F. A. (2011). The role of music therapy in physical rehabilitation: a systematic literature review. *Nordic Journal of Music Therapy*, 20(1), 43-61.

Topic 5:

Baird, A., & Samson, S. (2009). Memory for music in Alzheimer's disease:



unforgettable?. Neuropsychology review, 19(1), 85-101.

McDermott, O., Crellin, N., Ridder, H. M., & Orrell, M. (2013). Music therapy in dementia: a narrative synthesis systematic review. International journal of geriatric psychiatry, 28(8), 781-794.

Suggested list of the topics for the final project

Music and one of the following:

1. Multiple Disability
2. Adolescents
3. Mental Illness
4. Rehabilitation
5. Dementia

Class Expectation

Many people use music in their everyday lives to make themselves feel better. However, the way that music influences the mind and body is not always easy to understand. In this course we will explore the basic research from music psychology that explains how music is processed in the brain and body. We will then examine how this can be used by professional music therapists to support people with different challenges including disability and illness. The connection between research and practice will be explored through case examples and theoretical explanations, taught by a professor with more than 20 years experience. This course is a useful introduction for people who want to train in music therapy as a career, and for those who are interested in how they could use music in their own lives and workplaces.