COURSE DATA

DATA SUBJECT

Code: 33030
Name: Music therapy
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1202 - Degree in Physiotherapy	Facultat de Fisioteràpia	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1202 - Degree in Physiotherapy	Music therapy	ELECTIVES

COORDINATION

BERNABE VILLODRE MARIA DEL MAR

SUMMARY

Music therapy is a profession allied health field that uses music and musical activities to address different physical, psychological, cognitive and social needs of people with disabilities. It is a process of systematic intervention where the therapist helps the client to obtain improvements in their health through musical experiences and relationships that can be developed through them. Music Therapy is the art, science and interpersonal process: art because it has to do with subjectivity, individuality, creativity and beauty; science because it has to do with objectivity and truth; and interpersonal process that has to do with empathy, communication and mutual influence. Therefore, in this course an approach to the benefits of the study of music therapy physiotherapists, so that through reflection and creative innovation can design therapeutic interventions in the field, taking advantage of the contributions of this discipline intended.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1202 - Degree in Physiotherapy

Apply music therapy in motor rehabilitation.

Apply the different techniques of music therapy for physiotherapy.

Cooperate effectively with all the multidisciplinary team members.

Develop the rhythmic creativity that could be applied in physiotherapy.

Have the ability to organise and plan work.

Know and understand peoples morphology, physiology, pathology and behaviour under heath and sickness in the natural and social environments

Know the methodology of music therapy.

Know the theoretical foundations of music therapy.

Relate human development to the musical experience.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Value the psychophysiological effects of music.

Work in teams.

DESCRIPTION OF CONTENTS

Approach, analysis and reflection on the different definitions provided by various institutions that develop

1. Approach to music therapy

this discipline.
Models of music therapy.

2. Psychology and neurology of music

Music as a vehicle for developing the cognitive, social, emotional, affective, motor, language and the ability to read and write.
Approach to brain research: changes in brain anatomy and connections between neurons related to music.
Therapeutic function of music.
Hospital music therapy.
Music and Alzheimer
Music and Parkinson
Music and geriatrics

3. Music, movement and breathing

Conceptualizing rate.
Rhythms binary, ternary and quaternary.
Role of rhythm in motor rehabilitation.
Musical breathing: key concepts.
Therapeutic applications of the vocal technique in Respiratory Physiotherapy.
Therapeutic applications of the Peak Flute in Respiratory Physiotherapy.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Total hours	**45,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	20,00
Total hours	**55,00**

TEACHING METHODOLOGY

The teaching-learning of the subject, is framed in the cognitive-constructivist learning theory, which emphasizes the essentially active student role. This will be the protagonist of his educational process and

try to develop a meaningful learning based on previous knowledge. The teacher will act as mediator and facilitator of learning using motivational techniques, modeling, mayeutics, introspection and problem solving.

EVALUATION

The evaluation of skills acquired by the student will be continuous based on test scores in the activities throughout the development of matter. It also will be summative and the following percentages are considered: attendance (20%), participation and attitude during practice to be delivered at the end of each session (35%) and the final work from a practical course (45%) that will to prepare at home and bring to class the day of the official announcement of the exam. Thus, they will add 100% of the final grade.

Those students who for justified reasons cannot attend classes (after meeting with the teacher in charge of the subject), will have different qualification criteria: 70% practical exercise with the support of the materials of the subject and 30% practical activities. In this case, the student will have to deliver the practices at the end of each week, but the result cannot be greater than 7.

Those students who do not contact the faculty to justify their absence from class and do not carry out the internship will have a different evaluation: 100% of the grade will correspond to the practical exercise (with the support of the subject materials).

The exams of first and second summons will not vary regarding the model nor the required contents.

REFERENCES

Basic

- Poch, S. (1999) Compendio de Musicoterapia. Vol I y II. Herder: Barcelona.
- Benenzon , R. (2000) Musicoterapia. De la Teoría a la Práctica. Barcelona: Paidos.
- Benenzon, R. (1989) Manual de Musicoterapia. Buenos Aires. Paidos.
- Bruscia, K. (1997) Definiendo Musicoterapia. Salamanca: Amarú.
- Benenzon, R; Gainza, V. y Wagner, G. (1997) Sonido, Comunicación y Terapia. Salamanca. Amaru.
- Davis, W.; Gfeller, K. y Thaut, M. (2000) Introducción a la Musicoterapia: Teoría y Práctica. Barcelona: Boileau.

Additional

- Alvin, J. (1978) Musicoterapia. Buenos Aires. Ricordi.
- Darrow, A. (2004) Introduction to Approaches in Music Therapy. USA: AMTA

Likewise, in each topic, the books, scientific articles and readings of interest recommended for the preparation of the contents addressed will be specified