



Training Course

«Music Intervention and Pain»

MUSIC CARE

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1. Training Context

Pain management is an international issue and the subject of numerous recommendations. Pain is defined by the International Association for the Study of Pain (IASP) as **“an unpleasant sensory and emotional experience associated with actual or potential tissue damage, or described in terms of such damage”**. Whether chronic or acute, pain must be evaluated and managed from a multidisciplinary viewpoint, including both medical and non-medical therapeutic approaches. Patients must also be taught about therapies, so as to help them understand that medical and non-medical therapies are complementary to one another and inseparable in terms of the overall pain management process.

The “Music Therapy and Pain” training course allows healthcare professionals to acquire the necessary skills for using and evaluating the technique of ‘U sequence’ music therapy within the context of managing pain. This training will enable them to analyse their own professional practices within the framework of pain management and its associated emotional components, as well as to reflect on the evaluation of pain development in patients, and to acquire the necessary skills for introducing the technique of ‘U sequence’ music therapy into their professional practices via experiential workshops.

2. Training Objectives

At the end of this training programme, participants will:

2.1. General Objectives

- Be familiar with the official written rules and regulations regarding the management of pain (acute pain, chronic pain, lumbago, etc.) and the associated emotional components (anxiety, depression, behavioural problems and social difficulties).
- Be able to understand the issues surrounding multidisciplinary, and notably non-medical, pain management within the context of the fight against pain and its associated components.
- Be able to integrate ‘U sequence’ music therapy into their professional practices.
- Be able to evaluate and adapt their pain management processes through an evolving, multidisciplinary approach.

2.2. Teaching Objectives

- Redefine the concepts and terms used in relation to pain and anxiety, as well as their mechanisms and their consequences from a scientific, behavioural and social point of view.
- Analyse existing professional practices and integrate the music therapy technique in the treatment of individuals.
- Define and target relevant tools for evaluation, adapted to the music therapy technique and to the patients.
- Carry out analyses on collected data (drawn from clinical observations and evaluations) and know how to present findings within a multidisciplinary group.
- Be familiar with ‘U sequence’ music therapy – related concerns, how it works, and its desired objectives – and be able to put the technique into practice

3. Teaching Approach

Based on practical learning, our teaching approach is both active and interactive.

The proposed methods for face-to-face training allow participants to acquire the necessary skills for applying the music therapy technique, whilst encouraging reflection and development in terms of their current professional practices.

The teaching approach is based on:

- The critical and constructive analysis of existing professional practices, the definition of objectives and of points for improvement in these methods, and a post-training follow-up focused on actions and results obtained.
- Practical workshops allowing participants to experiment with the 'U sequence' music therapy technique within the group and amongst patients, in order to see the link between theory and practice.
- Theoretical, technical and methodological contributions, to be used notably during the practical workshops and simulations, in order to answer questions or problems raised by participants relating to pain and anxiety management through the use of music therapy in an institutional context.

Additionally, and in order that each participant might become involved and engaged in the training process, the instructor will make sure to:

- Create an atmosphere of trust and well-being within the group, so as to facilitate spontaneous exchange.
- Take note of each participant's skills and expectations.
- Encourage a dynamic which favours enquiry and further investigation: individually, with the instructor, between participants, and within the multidisciplinary working group.

Throughout the training programme, the instructor will regularly summarise the theoretical points addressed, and will provide participants with concrete tools and points of reference when putting the theory into practice.

4. Teaching Supports and Methods

The instructor will alternate between:

- Interactive presentations.
- Presentations delivered by participants.
- The analysis of situations experienced by participants.
- The study of key texts and official recommendations.
- Demonstrations of the 'U sequence' music therapy technique and of its adaptation within specific institutional contexts.
- Moments for reflection and analysis in sub-groups.
- Definition of possible actions.
- Practical simulations.
- Hands-on workshops.
- Reflections and discussions within the group.

Each participant will be given a teaching file. This file will reiterate the key contents covered during the training course and will include:

- Key texts and official recommendations.
- Substantive articles relating to the subjects discussed.
- A technical user guide for the introduction of the 'U sequence' music therapy technique.
- A bibliography.

Notes taken and specific teaching documents will help to form a complete teaching file.

5. Training Content and Objectives

TEACHING OBJECTIVES	CONTENT	TEACHING METHODS
<p>Redefine current terminology: identify different types of pain and their emotional, behavioural, and social components.</p> <p>Examine ethical reflection regarding the notion of pain management.</p>	<p>Clarify terms and understand the following phenomenon:</p> <ul style="list-style-type: none"> - Pain: definition, prevalence, representations. - Associated components of pain: anxiety and depression. - Consequences of pain: behavioural and social aspects. - Elements which provoke feelings of pain within institutions: frustrations arising from the unsatisfactory communication of feelings of pain by the patient, the omnipresence of the body in everyday tasks, and the confrontation with dependence. 	<p>PRESENTATIONAL METHODS</p> <p>Introduction of conceptual and theoretical elements.</p> <p>Discussion of concepts mentioned and of previous experiences.</p> <p>Reflection on presentations through the use of a quiz.</p>
<p>Become familiar with the legislative framework and rules surrounding pain management in institutions.</p>	<p>References and recommendations regarding pain management:</p> <ul style="list-style-type: none"> - Dignity and respect for the human being. - Respect for patients' rights. - Official recommendations: chronic pain, pain amongst older subjects, lumbago, palliative care. - The role of professionals in the fight against pain: organisations and actions. - Individual care programmes for patients within institutions. 	<p>Reminder of theoretical and legislative points.</p> <p>Discussion of key texts.</p> <p>Discussion of values.</p> <p>Presentation of key organisations and list thereof.</p>
<p>Analyse professional practices in terms of pain management.</p> <p>Define the importance of multidisciplinary pain management within institutions.</p>	<p>Methods of pain management in an institutional context:</p> <ul style="list-style-type: none"> - Methods of evaluating pain: presentation of tools (Algoplus, Doloplus, NRS, VAS, etc.). - Methods of evaluating anxiety and depression: presentation of tools (GDS, HAD, Hamilton scale, NPI, etc.). - Pain management techniques: medical and non-medical therapy. - Reflection on complementary associated practices. 	<p>QUESTIONING METHODS</p> <p>Full group discussion.</p> <p>Analysis of clinical situation.</p> <p>Presentation and distribution of tools for evaluation.</p>

<p>Define the aims of non-medical therapy methods and notably those of the 'U sequence' music therapy technique.</p>	<p>Non-medical techniques:</p> <ul style="list-style-type: none"> - Define the general aims in regard to existing practices. - Define music therapy and its components with regard to neurological, behavioural, social, psychological and motor aspects. - Understand the process and working methods of a music therapy technique. - Present scientific and clinical studies conducted in music therapy. 	<p>Mind-maps. Discussion of presentations. Theoretical and methodological presentation.</p>
<p>Find and adapt institutions' resources in terms of the development of the 'U sequence' music therapy technique.</p>	<p>Integrate a music therapy technique into a specific institutional context:</p> <ul style="list-style-type: none"> - Key actors in pain managements: the institution's multidisciplinary position. - The institution's pain management methods. - How to integrate a music therapy technique into a multidisciplinary team. - How to integrate a music therapy technique into the patient's care programme. - Know how to communicate and develop the music therapy technique amongst institutional actors, care workers and patients. 	<p>Discussion of tools for evaluation used within institutions. Search for solutions and areas for development.</p>
<p>Understand and master the tools relating to the 'U sequence' music therapy technique.</p>	<p>Acquire the technical skills required for the use of the music therapy technique known as 'U sequence':</p> <ul style="list-style-type: none"> - Describe and understand the tools: questionnaire on music preferences, patient files, musical sequences. - Appropriate the use of the tools previously mentioned. - Define methods of evaluation, which tie in with existing institutional practices. - Experiment with the technique of music therapy in order to test the mechanisms involved. - Know how to analyse data and how to adapt the technique to the patient. 	<p>DEMONSTRATIVE METHODS Presentation on methodology. Trial of an observational approach.</p> <p>PRACTICAL METHODS Role plays in sub-groups. Analysis of situations encountered during the practical workshops with patients.</p>
<p>Training overview</p>		

6. Training Itinerary

Day 1: Define the tools and objectives of the 'U sequence' music therapy technique.

	Teaching objectives	Content	Method	Teaching supports
M O R N I N G	Begin the training process.	General presentation on training content. Welcome and introduction of participants. <i>(Note specific expectations and requirements. Note participants' specific resources.)</i>	Group discussion.	Teaching file.
	Define the objectives and understand the processes used in the 'U sequence' music therapy technique.	General presentation of pain mechanisms and associated components. Official recommendations and regulations. Key organisations. Definition of mechanisms and typologies, psychosocial aspects, pain management.	PowerPoint presentation.	Video projector*. Teaching file.
		Presentation of techniques and processes of relaxation. Definition, objectives, methods.	Interactive presentation.	Video projector*. Paper hand-outs.
		Presentation of music as a tool. Definition, neuro-psycho-social aspects, key components of music.	Interactive presentation. Targeted listening with music.	Video projector*. Music. Speakers. Teaching file.
	Trial of the music therapy technique.	Trial of the 'U sequence' music therapy technique.	Practical workshop.	Floor mat*. Music.
A F T E R N O O N	Understand and become familiar with the tools associated with the 'U sequence' music therapy technique and analyse data.	Presentation of Musical Preferences Questionnaire (MPQ). Interviewing techniques, listening to and acquiring information, observation.	Simulations in sub-groups.	Paper hand-outs.
		Presentation of musical sequences used in music therapy. Subjective description, acknowledgement and appreciation of musical sequences.	Listening to music. Group discussion/sharing of experiences.	Paper hand-outs.
		Analysis of data collected using the MPQ and selection of musical sequences for relevant patients.	Analysis of data collected during the sub-group simulations. Individual presentations.	Music. Paper hand-outs.
	Ending.	Summary of the first day.	Group discussion. Group exercises.	

Day 2: Understand the forms of action of the music used in the treatment process.
Put the 'U sequence' music therapy technique into practice.

	Teaching objectives	Content	Method	Teaching supports
M O R N I N G	Welcome	<i>Presentation of the day's content.</i> <i>Questions from participants.</i>	Group discussion.	Teaching file.
	Establishing awareness of music therapy.	Understand and appreciate the value of music in the care process. Definition, presentation of different methods (active and passive).	Mind-maps. PowerPoint presentation. Video.	Video projector. Teaching file.
		Understand the psycho-behavioural forms of action in the music therapy method.	Interactive presentation.	Video projector. Teaching file.
		Presentation of official recommendations, key texts and scientific studies. Familiarisation with research protocols and with the summarisation and presentation of scientific data.	Analyse texts and presentations in sub-groups.	Paper hand-outs. Teaching file.
	Become familiar with the 'U sequence' music therapy protocol and learn how to put it into practice.	Presentation of a users' protocol for the 'U sequence' music therapy technique. Objectives, evaluation, methods, and session framework in music therapy.	Interactive PowerPoint presentation. Group discussion.	Music. Paper hand-outs. Flip chart.
		Institutional implementation. Internal organisation: patient choices, session follow-up, etc.	Group discussion. Creation of organisational supports.	Video projector. Paper hand-outs.
	Trial of the music therapy technique.	Trial of the music therapy technique.	Practical workshop.	Music. Floor mat.*
A F T E R N O O N	Institutional implementation of the 'U sequence' music therapy technique.	Simulation with patients. Collection of information, data analysis, installation, observation, evaluation of patients in a music therapy session.	Simulation in sub-groups.	Paper hand-out. Teaching file. Music.
		Introduction of individuals and therapeutic objectives, description of the music therapy session.	Expression and sharing of experiences.	Patient file.
	Summary and end of the training course.	Summary of the second day. Summary of the training course. Individual summaries.	Presentation. Group discussion.	Training course evaluation sheet. Training certificate.

7. Training Evaluation

7.1. Evaluation of acquired knowledge

- If necessary, the training instructor will readapt the theoretical materials and exercises proposed in reaction to the results of previous exercises and participants' remarks during discussions.
- Throughout the training programme, participants will be invited to comment on the questions posed by the training instructor.
- The training instructor will supervise, analyse and offer advice during the practical workshops.
- A questionnaire for evaluating the knowledge acquired during the training programme will be offered at the end of the programme, based on the tasks completed and the theoretical bases covered over the two day period (Appendix 4).

7.2. Training review

At the end of the training programme, an evaluation of the course will be completed in three steps:

- The participants will individually answer a questionnaire evaluating the training course (Appendix 2).
- The training instructor will highlight key points in the proceedings of the training course.
- After completion of the training course, the training instructor will send a written review highlighting the different topics covered during the course and the actions required for the development of the 'U sequence' music therapy technique within the health care establishment.

7.3. Follow-up and results of the training course

After the training course, the instructor will contact a representative from the group (chosen during the training period) once every three months in order to review the development of the 'U sequence' music therapy technique and to determine performance indicators to introduce in relation to the training programme objectives. After each follow-up meeting, a written report will be sent to the institution manager.

8. Training course details

Duration: 2 consecutive 7 hour days

Type: Intra-company training

Type: Intra

Number of participants: 8 maximum

Potential participants:

- **Health care professionals:** doctors, physiotherapists, osteopaths, speech therapists, psychomotor specialists, mid-wives, nurses, etc.
- **Psychotherapy professionals:** psychiatrists, psychologists, psychotherapists, etc.
- **Alternative therapy and psycho-social therapy professionals:** sophrologists, yoga instructors, reflexologists, art-therapists, etc.
- **Specialised centres:** combat against pain, combat against cancer, palliative care.
- **Geriatric units:** retirement homes.
- **Rehabilitation services:** cardiology, pneumology, rheumatology, neurology, etc.
- **Addiction treatment services:** tobacco control, alcohol control, addiction prevention.
- **Other services:** paediatrics, neonatology, obstetrics, anaesthetics and resuscitation, recovery rooms, etc.

Equipment required: private room suitable for the activities planned during the course. Video projector, flip chart or white board, floor mats or installations designed for relaxation (arm chairs, benches, etc.).

9. Training Instructor's CV

Julie de Stoutz

Music therapist and professional instructor, Julie de Stoutz is an expert in the introduction, development, and evaluation of music therapy techniques within institutional and private practice frameworks. She has collaborated as an instructor for various organisations, such as INFIPP and MUSIC CARE since 2012. She regularly delivers music therapy conferences in universities and at congresses.

Current roles

Head of training at Music Care

- Creation of teaching tools alongside Stéphane Guétin.
- Delivery and follow-up of training courses.

Private music therapist, working in retirement homes, in clinics and for home visits.

Instructor for INFIPP, certificate in Art Therapy (long-term training) with a focus on Music Therapy.

Regional representative for the French Federation of Music Therapy (Langue-doc region).

Director in university dissertations, examination committees, public speaker.

Singer, actress.

Previous roles

Music therapist,

at the Centre Hospitalier of LIMOUX.

Lecturer in Art Therapies, Music therapy department, at Université Montpellier 1.

Music therapist and Therapeutic activities coordinator for the CANTOU, EHPAD KORIAN sector, La Pompignane, Montpellier.

Manager of Instruction and Social

Life at EHPAD KORIAN, La Pompignane, Montpellier.

Representative for the Network of Korean Instructors (RAK, South East 1 and 2)

Group KORIAN.

Qualifications

University degree in Music Therapy, Université Paul Valéry, Montpellier 3.

Licence 3 in Clinical Psychology and Psychopathology, Université Paul Valéry, Montpellier 3.

University degree in Music Therapy Practices, Université Paul Valéry, Montpellier 3.

DEUG in Musicology, Université Paris VIII, Saint Denis.

10. Scientific Board

The “Music Therapy and Pain” training course has been approved by a scientific board, comprising of:

- **President: Prof. Jacques Touchon:** Head of the Neurology Service, Head of the Faculty of Medicine, Montpellier Centre Hospitalier Régional et Universitaire.
- **Prof. Christian Hérisson:** Head of the Central Service for Functional Rehabilitation, Montpellier Centre Hospitalier Régional et Universitaire.
- **Prof. Henri Michel:** Honorary professor in Hepato-gastro-enterology, Montpellier Centre Hospitalier Régional et Universitaire.
- **Dr Luc Brun:** Head of the Pain Evaluation and Treatment Unit, New Caledonia Centre Hospitalier Territorial.
- **Dr Patrick Giniès:** Head of the Pain Evaluation and Treatment Centre, Montpellier Centre Hospitalier Régional et Universitaire.
- **Dr Bernard Graber-Duvernay:** Former head of the Rheumatology Service, Hôpital Reine Hortense (Aix-les-Bains).
- **Dr Marie-Christine Picot:** Department for Medical Information, Montpellier Centre Hospitalier Régional et Universitaire.
- **Mme Patricia Cimerman:** Research clinic nurse, and Public Assistant for the Hospitals of Paris (APHP), Centre National de Ressources et de lutte contre la Douleur and Hôpital Trousseau.

Appendix 1: Teaching file summary

Theoretical section

- Concepts of pain and associated components.
- The process of relaxation.
- Official recommendations and key legislative texts within the framework of institutional pain management.
- Components of music.
- Concepts and methods in music therapy.
- Scientific research in the field of music therapy and pain.

Practical section

- Users' protocol for the 'U sequence' music therapy technique.
- Questionnaire on musical preferences.
- Patient file.
- Tools for evaluation.
- Musical sequences.

Bibliography and documentation

Découvrir la musicothérapie, E. LECOURT, éd. Eyrolles, 2005.

Neuropsychologie et art, H. PLATEL, C. THOMAS-ANTÉRION, éd. De Boeck, 2014.

The effects of music intervention in the management of chronic pain: a single-blind, randomized, controlled trial. Guétin S, Giniès P, Siou DK, Picot MC, Pommié C, Guldner E, Gosp AM, Ostyn K, Coudeyre E, Touchon J. Clin J Pain. 2012 May; 28(4):329-37.

Effect of music therapy on anxiety and depression in patients with Alzheimer's type dementia: randomised, controlled study. Guétin S, Portet F, Picot MC, Pommié C, Messaoudi M, Djabelkir L, Olsen AL, Cano MM, Lecourt E, Touchon J. Dement Geriatr Cogn Disord. 2009;28(1):36-46.

Appendix 2: Training course evaluation questionnaire.

Training course title		Music Therapy and Pain	
Type of training			
Date(s)			
Location of training course			
Training organisation		MUSIC CARE®	
Instructor			
Profession	1. Doctor <input type="checkbox"/>	5. Physiotherapist <input type="checkbox"/>	9. Instructor <input type="checkbox"/>
	2. Nurse <input type="checkbox"/>	6. Psychomotor Specialist <input type="checkbox"/>	10. Medical-Psychological Assistant <input type="checkbox"/>
	3. Psychiatrist <input type="checkbox"/>	7. Music Therapist <input type="checkbox"/>	11. Care Assistant <input type="checkbox"/>
	4. Occupational Therapist <input type="checkbox"/>	8. Speech Therapist <input type="checkbox"/>	12. Other <input type="checkbox"/> Details:

Training content	Marking scale (1 = unsatisfactory to 5 = excellent)				
Content in relation to objectives	1	2	3	4	5
Balance of theory/practice					
Duration					
Pace					
Teaching materials					
Logistics and equipment					
Instructor					
Clarity of explanations	1	2	3	4	5
Knowledge of subject					
Approachability					
Teaching methods					
Impact					
Usefulness in working context	1	2	3	4	5
Improvement in personal/ professional development					
GENERAL EVALUATION					

COMMENTS:

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Appendix 3: Model certificate presented upon completion of course

TRAINING DIPLOMA

(In accordance with Article L.6353-1 of French Labour Code)

We the undersigned, **MUSIC CARE**[®], certify that:

.....

Of the establishment has completed the training course:

«**Music Therapy and Pain**»

From to

(14 hours of training)

Comprising of the following objectives:

Understand the value of the use of music for therapeutic purposes and how to use the new music therapy technique, 'U sequence' technique, in the context of managing pain and its associated components, such as anxiety and depression. This training course provides participants with theoretical knowledge as well as practical skills immediately applicable amongst patients.

In witness whereof, this certificate is issued for legal purposes it may serve.

Signed,

Date:

Location:

Stéphane Guétin
Director

Appendix 4: Questionnaire for evaluation of acquired knowledge

Training course title		Music Therapy and Pain	
Date(s)			
Location of training course			
Training Organisation		MUSIC CARE®	
Fonction	1. Doctor <input type="checkbox"/>	5. Physiotherapist <input type="checkbox"/>	9. Instructor <input type="checkbox"/>
	2. Nurse <input type="checkbox"/>	6. Psychomotor Specialist <input type="checkbox"/>	10. Medical-Psychological Assistant <input type="checkbox"/>
	3. Psychologist <input type="checkbox"/>	7. Music Therapist <input type="checkbox"/>	11. Care Assistant <input type="checkbox"/>
	4. Occupational Therapist <input type="checkbox"/>	8. Speech Therapist <input type="checkbox"/>	12. Other <input type="checkbox"/> Details:

1. Which different types of pain do you know?	
2. Can you list three components associated with pain?	1 - 2 - 3 -
3. Which organisations for the combat against pain do you know?	
4. Can you name 2 pain evaluation models?	1 - 2 -
5. Can you list 3 relaxation techniques?	1 - 2 - 3 -
6. Can you name 2 laws concerning patients' rights?	1 - 2 -
7. What are the key components of music?	
8. How would you define music therapy?	
9. Can you name 2 music therapy methods?	1 - 2 -
10. How does music work to combat pain?	

Signature:



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