



**Weill Cornell Medicine-Qatar**  
Continuing Professional Development

# **Certificate in the Fundamentals of Music Therapy**

**November 2019**

## Course Directors:

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## Instructors:

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## Administrator:

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**Class Time:** From November 1<sup>st</sup> to November 30<sup>th</sup>: Online modules on Canvas  
November 8<sup>th</sup>: From 1pm to 4:30pm at Qatar Music Academy  
November 9<sup>th</sup>: From 8am to 12:30pm at Qatar Music Academy

### **Course Overview:**

This course is composed of 10 online modules and 4 workshops, providing clinicians and musicians a set of evidence-based resources describing the main techniques used in Music Therapy and their clinical applications. Participants will acquire basic skills for clinical practice of music therapy, learn about latest research studies and clinical trials using music therapy for neurological and neuropsychiatric clinical cases. They will be able to describe protocols and applications based on therapeutic objectives, as well as using clinical evaluations to recognize the need and potential benefits of music therapy in a clinical case. This course covers basic neuroanatomy and neurophysiology of various neurological and neuropsychological diseases and the basic music theory features that are used by musicians in the therapy sessions.

### **Course Objectives:**

- Outline basic skills for clinical practice of neurologic music therapy
- Describe the latest research studies and clinical trials results worldwide using music therapy for various clinical cases
- Discuss protocols and applications of every technique to specific pathologies according to the therapeutic objectives
- Use clinical evaluations to recognize the need and potential benefits of neurologic music therapy in a clinical case
- Outline neuroanatomy and neurophysiology of basic pathologies involved in various neurological diseases.
- Identify basic music theory features that are used by musicians in the therapy sessions and how to facilitate a close collaboration.

## **Disclosure of Relationships/Content Validity**

It is the policy of Weill Cornell Medicine - Qatar to adhere to both QCHP and ACCME Criteria, Policies, and Standards for Commercial Support and content validation in order to ensure fair balance, independence, objectivity, and scientific rigor in all its sponsored activities. All speakers, Course Directors, Co-Course Directors, planners, reviewers, and staff members participating in sponsored activities are expected to disclose relevant financial relationships pertaining to their contribution to the activity. Relationship information is analyzed to determine whether conflicts of interest exist. All conflicts of interest are resolved prior to participation in the planning or implementation of this activity. Presenters and authors are also expected to disclose any discussion of (1) off-label or investigational uses of FDA approved commercial products or devices or (2) products or devices not yet approved in the United States.

*WCM-Q CPD activities are intended to be evidence-based and free of commercial bias. If you have any concerns, please contact the division of Continuing Professional Development at 4492-8384 to anonymously express them.*

### **Course Directors**

#### **Ghizlane Bendriss, PhD, MNeuro; Rula Barghouthi, BMT**

- Have no relevant financial relationship to disclose.
- Will not be discussing the off-label or investigational use of products

### **Course Faculty**

#### **Ghizlane Bendriss, PhD, MNeuro; Rula Barghouthi, BMT; Abdalla Mhoul, MA**

- Have no relevant financial relationships to disclose
- Will not be discussing the off-label or investigational use of products

### **Planning Committee**

#### **Suhaila Ghuloum, MD, Linda Abbad, SLP, Kamila Janik, MSc, Ali Chaari, PhD, Shehroz Rana, Elisa Pajulammi, RN, Yassine Ayari, MA, Anas Malkawi, PhD, Deema Al-Sheikhly, MEHP, Abdalla Mhoul, MA**

- Have no relevant financial relationships to disclose
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### **Course Administrator**

#### **Ameena Abdul Rahim**

- Has no relevant financial relationships to disclose.
- Will not be discussing the off-label or investigational use of products

## Accreditation and Credit Designation Statements



Weill Cornell Medicine- Qatar is accredited as a provider of Continuing Medical Education (CME) and continuing Professional Development (CPD) by the Qatar Council for Healthcare Practitioners (QCHP) of the Ministry of Public Health

This activity is an Accredited Group Learning Activity (Category 1) as defined by the Qatar Council for Healthcare Practitioners-Accreditation Department and is approved for a maximum of 6 hours



The Weill Cornell Medicine-Qatar is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The Weill Cornell Medicine-Qatar designates this Other activity (face to face learning and online self-study) for a maximum of 15 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Participants shall only claim Credit Units equivalent to the duration of their participation in the activity.

### **Evaluation**

An anonymous evaluation will be conducted online and a link will be sent to participants by email. All participants are required to complete the Evaluation Form in order to qualify for a certificate. The evaluation allows us to assess the degree to which the activity met its objectives. It will also guide the planning of future activities and inform decisions about improving the educational program.

### **Attendance**

Participation in discussions and other activities is an essential part of the instructional process. Participants are expected to attend all sessions; those who are compelled to miss class should inform the course directors ahead of time of the reasons for absences.

## Online modules

The 10 online modules are sequentially set with pre-requisites so that each module is locked until the previous one is completed. You have up to 30 days to complete all modules. However, you can work at your own pace and complete all of them in a shorter time.

The following table contains:

- The recommended schedule to be followed for the online modules
- The schedule for the on-site workshops on November 8<sup>th</sup>-9<sup>th</sup> 2019.

## On-Line Modules

WEEK I Nov 1 <sup>st</sup> - 8 <sup>th</sup> , 2019		
Duration/Time	Title	Presenter
Friday  1hr	<p><b>Module 1:</b> Definition, history, principles and techniques classification/ Pre-test.</p> <p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Outline historical background of Music Therapy</li> <li>• Define basic terminology used in Music Therapy literature</li> <li>• Classify techniques of Music Therapy</li> <li>• Explain principles behind Music Therapy</li> <li>• Identify times and places where Music Therapy techniques were used.</li> </ul>	Ghizlane Bendriss
Saturday to Wednesday  1hr 30min	<p><b>Module 2:</b> Basics in Neurosciences, Neuroplasticity and Human Structure.</p> <p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define basic terminology used in Neurosciences</li> <li>• Recognize special senses and corresponding cortical projections area on human brain</li> <li>• State the function of various parts of the human brain.</li> <li>• Describe basic anatomy of the nervous system</li> <li>• Diagram the physiological classification of the nervous system</li> <li>• Give clinical examples involving neuroplasticity</li> <li>• List diseases and disorders which could benefit from Music Therapy sessions</li> </ul>	Ghizlane Bendriss
Thursday  30 min	<p><b>Module 3:</b> Basics in Music Theory and instruments.</p> <p>Session Objectives:</p> <ul style="list-style-type: none"> <li>• Define basic terminology used in Music</li> <li>• Recognize instruments used in Arab Music and the Middle East and instruments used in Western Music.</li> <li>• Explain specificities of Arab Music in comparison to Western Music</li> </ul>	Abdalla Mhoul;  Rula El Barghtouthi

<b>WEEK II</b> Nov 8 <sup>th</sup> –15 <sup>th</sup> , 2019		
<b>Duration/Time</b>	<b>Title</b>	<b>Presenter</b>
<b>Saturday-Tuesday</b>  <b>1 hr</b>	<b>Module 4:</b> Music therapy treatments for Neurological diseases (Alzheimer, Parkinson’s) <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• Outline presentations and symptomatology of common neurological disorders</li> <li>• Describe the music therapy techniques used in neurological diseases.</li> <li>• Explain the principles behind music therapy techniques used in neurological diseases.</li> <li>• List and use the tools and scales available to measure progress</li> </ul>	Ghizlane Bendriss
<b>Wednesday-Thursday</b>  <b>1 hr 30 min</b>	<b>Module 5:</b> Musial therapy for Anxiety, Stress, Depression, Pain management <b>Session objectives:</b> <ul style="list-style-type: none"> <li>• Outline presentations and symptomatology of common psychiatric disorders where music therapy has been effective</li> <li>• Describe the music therapy techniques used for Anxiety, Stress, Depression, Pain management.</li> <li>• Explain the principles behind music therapy techniques used for anxiety, stress, depression and pain management.</li> <li>• List and use the tools and scales available to measure progress</li> </ul>	Ghizlane Bendriss Rula El Barghouthi

<b>WEEK III</b> Nov 15 <sup>th</sup> –22 <sup>nd</sup> , 2019		
<b>Duration/Time</b>	<b>Title</b>	<b>Presenter</b>
<b>Saturday-Tuesday</b>  <b>1 hr</b>	<b>Module 6:</b> Music Therapy for children and adults with special needs <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• Describe childhood disorders where music therapy helps recovery/coping</li> <li>• Describe the music therapy techniques used for children with special needs in education and therapy.</li> <li>• Explain the principles behind music therapy techniques used in childhood disorders and special education.</li> </ul>	Rula El Barghouthi
<b>Wednesday-Thursday</b>  <b>30 min</b>	<b>Module 7:</b> Considerations for Music Therapy in the Middle East <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• Outline Historical background of the role of music in healing in the Middle East</li> <li>• Identify cases and modalities of music therapy in the Middle East</li> <li>• Examine the specificities of Middle Eastern countries when it comes to Music perception</li> <li>• Discuss the needs and gaps in relation to Music Therapy in the Middle East</li> <li>• Explain specificities of Arab Music in comparison to Western Music</li> </ul>	All instructors

<b>WEEK IV</b> <b>Nov 22<sup>nd</sup> – 30<sup>th</sup>, 2019</b>		
<b>Duration/Time</b>	<b>Title</b>	<b>Presenter</b>
<b>Saturday</b>  <b>30 min</b>	<b>Module 8:</b> Referral, Assessment and report writing  <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• Explain importance of integrated work within a multidisciplinary team</li> <li>• Outline the guideline on how to plan and conduct a MT session</li> <li>• Prepare a referral for a music therapy session</li> <li>• Assess results of the music therapy session</li> <li>• Write a report after a Music Therapy session</li> </ul>	Ghizlane Bendriss  Rula El Barghouthi
<b>Sunday- Wednesday</b>  <b>30 min</b>	<b>Module 9:</b> Code of professional ethics (American Music Therapy Association)  <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• List and define the core values of the code of ethics of the AMTA</li> <li>• List the 5 principles for ethical practice</li> <li>• Use an ethical decision-making model for ethical dilemma</li> </ul>	Ghizlane Bendriss  Rula El Barghouthi
<b>Thursday</b>  <b>1 hr</b>	<b>Module 10:</b> End of Activity Exam  <b>Session Objectives:</b> <ul style="list-style-type: none"> <li>• Discuss latest research studies and clinical trials results worldwide using music therapy for various clinical cases</li> <li>• Outline protocols and applications of every technique to specific pathologies according to the therapeutic objectives</li> <li>• Assess the need and potential benefits of neurologic music therapy in a clinical case</li> <li>• Answer questions on neuroanatomy and neurophysiology of basic pathologies involved in various neurological diseases.</li> <li>• Outline basic music theory features that are used by musicians in the therapy sessions and how to facilitate a close collaboration.</li> </ul>	All instructors



## Face-to-Face Sessions at Qatar Music Academy

<b>Friday Nov 8, 2019</b> <b>Qatar Music Academy</b>		
<b>12:30 - 1:00pm</b>	Registration	
<b>1:00 - 2:30 pm</b>	<p><b>Group A:</b> Workshop 1: Music Therapy for individuals with special needs.</p> <p><b>Session Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe how to use music to connect and bond with children</li> <li>• Describe how to use music to ease fear and anxiety</li> <li>• Choose appropriate music therapy in relation to the therapeutic goals (speech development, motor skills development, retention of academic information, activities of daily living, social skills development, behavioral modification)</li> </ul> <p><b>Group B:</b> Workshop 2: Evidence-based guideline for the choice, development and delivery of the appropriate music therapy.</p> <p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Outline history of Music Therapy Research</li> <li>• Review the music pieces used in Western Music-based music therapy and their applications</li> <li>• Discuss the effect of intrinsic and extrinsic variables on music perception in receptive music therapy</li> <li>• Explain the technique of binaural beats and its application in music therapy</li> <li>• Use the “Music therapy wheel” to choose the appropriate technique for the subject</li> </ul>	Rula El Barghouthi Ghizlane Bendriss
<b>2:30 - 3:00 pm</b>	Break	
<b>3:00 - 4:30 pm</b>	<p><b>Group B:</b> Workshop 1 Music Therapy for individuals with special needs.</p> <p><b>Session Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe how to use music to connect and bond with children</li> <li>• Describe how to use music to ease fear and anxiety</li> <li>• Choose appropriate music therapy in relation to the therapeutic goals (speech development, motor skills development, retention of academic information, activities of daily living, social skills development, behavioral modification)</li> </ul> <p><b>Group A:</b> Workshop 2: Evidence-based guideline for the choice, development and delivery of the appropriate music therapy.</p> <p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Outline history of Music Therapy Research</li> <li>• Review the music pieces used in Western Music-based music therapy and their applications</li> <li>• Discuss the effect of intrinsic and extrinsic variables on music perception in receptive music therapy</li> <li>• Explain the technique of binaural beats and its application in music therapy</li> <li>• Use the “Music therapy wheel” to choose the appropriate technique for the subject</li> </ul>	Rula El Barghouthi Ghizlane Bendriss

Saturday Nov 9, 2019 Qatar Music Academy		
8:30 - 9:00 am	Registration	
9:00 - 10:30 am	<p><b>Group A-</b> Workshop 3: Overview of neurologic music therapy sensorimotor and cognitive techniques. <b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what neurologic music therapy is</li> <li>• Define each of the sensorimotor and cognitive technique</li> <li>• Discuss the use of every technique in various clinical case studies</li> </ul> <p><b>Group B-</b> Workshop 4: Singing and breathing techniques, clinical drum circle. <b>Session Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe the anatomical structures involved in breathing and singing.</li> <li>• List benefits of singing in children, adults and elderly.</li> <li>• Experiment the NMT techniques involving singing and breathing techniques.</li> <li>• Experiment a clinical arabic drum circle session and list/discuss physiological and cognitive effects.</li> <li>• Discuss and list all conditions that could benefit from singing and drumming.</li> </ul>	Rula El Barghouthi Abdalla Mhoul
10:30 - 11:00 pm	Break	
11:00 - 12:30 pm	<p><b>Group B-</b> Workshop 3: Overview of neurologic music therapy sensorimotor and cognitive techniques. <b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what neurologic music therapy is</li> <li>• Define each of the sensorimotor and cognitive technique</li> <li>• Discuss the use of every technique in various clinical case studies</li> </ul> <p><b>Group A-</b> Workshop 4: Singing and breathing techniques, clinical drum circle. <b>Session Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe the anatomical structures involved in breathing and singing.</li> <li>• List benefits of singing in children, adults and elderly.</li> <li>• Experiment the NMT techniques involving singing and breathing techniques.</li> <li>• Experiment a clinical arabic drum circle session and list/discuss physiological and cognitive effects.</li> <li>• Discuss and list all conditions that could benefit from singing and drumming.</li> </ul>	Rula El Barghouthi Abdalla Mhoul

## **BIOGRAPHIES**

### **Ghizlane Bendriss, PhD**



Dr. Ghizlane Bendriss holds a PhD in Neurobiology and Neurophysiology as well as a Master in Neurophysiology and Cognitive Neurosciences from the University of Aix-Marseille in France. She started her carrier in Research at the Center for Research in Oncobiology and Oncopharmacology in France, before joining Well Cornell Medicine Qatar in 2011. Dr. Ghizlane is a Faculty Lecturer and teaches Biological Sciences and Neurophysiology to premedical students, while she focuses on Special Senses and Sensory Nervous System. As part of her teaching, she lectures and runs experimental sessions about brain processing of sounds' stimuli and brainwaves. In addition to that, her main research interest is about non-conventional medicine involving the role of lifestyle and diet on development and physiology of the brain, also called the Gut-Brain axis. She developed and is currently leading several research projects and continuing professional development courses around the role of the Gut microbiota in neurological and neuropsychiatric conditions such as Autism Spectrum Disorders, and is exploring the intrinsic and extrinsic variables that may affect brain processing of Music, in order to develop guidelines and recommendations for Neurological Music therapy in Qatar.

### **Abdalla Raja Mhoul, MA**



Abdulla was born and raised in Jordan. He is a music teacher that graduated from Al-Yarmouk University - Irbid / Jordan. He is currently preparing for his master's degree in music science. Abdulla commenced his music teaching career with the Ministry of Education in Jordan as an Ud, vocal and violin teacher. In 2009 he joined Yarmouk University Model School to teach ud and conduct the university musical ensemble. Abdulla performed regularly with the most prominent Jordanian groups as singer and 'ud player. He was awarded Certificate of appreciation from "Bahrain International Music Festival" in 2006 and the "Jerash Festival of Cultural and Art" in 2010.

## Rula El Barghouthi, BMT



Rula Barghouthi is a Music Therapist with extensive experience in teaching music and conducting music therapy sessions with various patients of diverse needs.

Rula started learning music at a very young age, having been captivated by the sounds of different instruments and the amazing extent to which music can capture emotions and feelings beyond what can be expressed in words or in any other way.

Having seen first-hand how music can help people express their emotions and transcend negative situations, she decided to further pursue a career in music therapy. Acquiring her bachelors, Rula pursued further training in different countries, acquiring experience in treating different cases, both in regular music therapy as well as neurological music therapy. Rula has worked with a variety of cases including Autism, Down Syndrome, Cerebral Palsy as well as addiction.

Having specialized in the orientalist instrument “Qanoun”, Rula then turned her sights to other instruments and forms of music including piano, percussion instruments and singing.