



Dear Applicant,

Thank you for your interest in the Lane Community College Music-Thanatology Training. The next two-year cycle begins September 2012. Enclosed please find:

- Information about Music-Thanatology
- Information about the Training
- Technical Skills Standards
- Application Form

What is Music-Thanatology?

Music-thanatology is a professional field within the broader subspecialty of palliative care. It is a musical/clinical modality that unites music and medicine in end of life care. The music-thanatologist utilizes harp and voice at the bedside to lovingly serve the physical, emotional and spiritual needs of people who are terminally ill or dying, and their loved ones, with the prescriptive delivery of music.

Prescriptively delivered music is live music that responds to the physiological/existential needs of the patient moment by moment. For example, by observing vital signs such as respirations, heart rate, and temperature, the music-thanatologist provides music that is tailored to each specific situation. The warmth of this living music can bring solace, dignity and grace to those nearing the ultimate journey at the end of life.

Prescriptively delivered music can help ease physical symptoms such as pain, restlessness, agitation, sleeplessness and labored breathing. It creates an atmosphere of serenity and comfort that can be profoundly soothing for those present. Difficult emotions such as anger, fear, sadness and grief can be relieved as listeners rest into a musical presence of beauty, intimacy and compassion.

Music-thanatology is not intended to entertain or distract the patient. Instead, it allows the patient to enter into the unbinding process of letting go in his or her own very personal way. It affords families a chance to be with their loved one in a very intimate yet safe atmosphere where words are not necessary, and words that are spoken come from deep within, supported by the music.

Since antiquity, music and medicine have a long tradition as allies in healing. Music-thanatology is a contemporary field rooted in that same tradition. It has developed through the foundational work of Therese Schroeder-Sheker. Today, music-thanatologists practice throughout the United States and in several other countries around the world.

As medical technology becomes more advanced it is recognized that there is suffering that eludes even the most sophisticated medical treatment. Many physicians and caregivers welcome music-thanatology vigils as an integral part of care that offers an opportunity to relieve suffering and provide comfort.

Lane Community College Music-Thanatology Training

This intensive 2-year non-degree training utilizes an Adult Learning model

Training Components

- Classes one weekend a month, ten months a year for two years, in Portland, OR.
- Weekly Clinical Internship at a facility (hospital, hospice, etc.) working alongside an MTAI certified music-thanatology mentor.
- Harp and voice lessons with an MTAI certified music-thanatologist throughout the training. Lessons are paid for by the student in addition to the tuition and course/material fees.
- Class assignments.
- Independent study materials, including books, videos, tapes, handouts, etc.
- Purchase or rental of an approved harp for the duration of the training.
- Opportunity to participate in a yearly concert series.

There is also a contemplative component in which the student is supported to grow in his/her own personal and spiritual life. Your music-thanatology training will be just the beginning of life-long learning and growth.

Training Prerequisites

- Proficiency on an instrument, preferably harp.
- Basic music theory skills including the ability to notate music

Curriculum may include but is not limited to:

Anatomy of Religion and Ritual
Anatomy, Physiology & Medical Terminology
Anthroposophy
Ethics in Healthcare
Biology of Dying
Clinical Discussion
Contemplative Infusion
Contemplative Musicianship
Contemplative Word Study
Disease Processes
Establishing a Music-Thanatology Practice
Healing & Reorganizing Properties of Sound
History of Death & Dying in Western Culture
History of Music in Medicine
Introduction to Clinical Internship
Introduction to Contemplative Practices
Introduction to the Clinical Narrative
Introduction to the Vigil Setting
Medical Anthropology

Modes & Neumes
Music Embodiment
Music-Thanatology in Diverse Cultures & Religions
Music-Thanatology Vigil as Ritual
Nature of Suffering
Palliative Medicine
Pharmacotherapy
Phenomenology
Preparing Professional Presentations
Prescriptive Music Analysis
Professional/Academic Paper
Professional Relationships
Re-imagination of the Body
Schola Cantorum
Spiritual Pain Assessment
Synchronizing Harp & Voice with Patient Respirations
Thanatology
Vital Signs

Technical Skills Standards for the Lane Community College Music-Thanatology Training

This training has academic as well as technical standards (non-academic criteria) students must meet in order to successfully progress in and complete the training.

The purpose of this document is to assure that the students that enter the training know and understand the requirements and can make informed decisions regarding the pursuit of this professional certification preparation training.

These technical skills standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of this training.

Students admitted to the Lane Community College Music-Thanatology Training are expected to be able to complete curriculum requirements that include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional music-thanatologist. These core competencies are considered to be the minimum and essential skills necessary to perform the essential duties of a professional music-thanatologist. These abilities are encountered in unique combinations in the provision of safe and effective patient care by music-thanatologists.

Progression in the training may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations.

Lane Community College is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and or training modifications. Accommodations that fundamentally alter the nature of the academic training, could jeopardize the health and safety of others, or cause an undue burden to the training are not considered reasonable accommodations.

Students with chronic or recurring performance limitations (physical or mental) that restrict the ability to meet training requirements, including the consistent delivery of safe and effective music vigils, may be asked to provide a statement from a qualified healthcare provider addressing the applicant's/student's abilities to perform their duties and make decisions required of a music-thanatologist. Any performance limitations that cannot be accommodated while maintaining standards of competent and effective music-thanatology will interfere with progression in the training.

Students with disabilities who think they may require accommodations to meet the Technical Skills Standards of the Lane Community College Music-Thanatology Training should contact Disability Resources at Lane Community College (541.463.5150) to discuss the process of identifying reasonable accommodations. Students should seek accommodation advising as soon as possible after admission to the Music-Thanatology Training so that a plan can be in place at the beginning of the training. Applicants seeking admission into the Music-Thanatology Training who have questions about the technical skills standards and appropriate reasonable accommodations are invited to discuss their questions with Disability Resources. Reasonable accommodation will be directed toward

providing an equal educational opportunity for students with disabilities while adhering to the standards of music-thanatology practice for all students.

Cognitive:

1. Recall, collect, analyze, synthesize and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, religious, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the music-thanatology curriculum and related to industry standards:

- Process information thoroughly and quickly to prioritize and implement the prescriptive delivery of music in the vigil setting.
- Sequence or cluster data to determine patient/family needs.
- Develop and implement on-going prescriptive delivery of music to patients and families in acute, long term and community settings.
- Report verbally and in writing patient data to members of the healthcare team.
- Read and comprehend medical terminology.

Physical/Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs, with and without a harp/harp cart.
5. Develop and deliver prescriptive music with both hands on the harp and with the voice simultaneously as needed.
6. Carry a 26 lb or heavier harp into patient rooms/homes, negotiating stairs, hallways, furniture, etc.
7. Maneuver harp in small areas.
8. Attend to cognitive and physical tasks as required on the job.

Examples of learning activities found in the music-thanatology curriculum and related to industry standards:

- Transferring harp, with or without case and cart, over varying surfaces, stairs, elevators and small areas and/or cluttered areas.
- Suspend arms to shoulder height to play harp for extended periods of time, up to one hour per vigil.
- Complete assigned periods of clinical internship (up to 8 hour shifts)

Sensory:

1. Acquire information from demonstrations and experience, including but not limited to information conveyed through classroom lecture, small group activities, online coursework, demonstrations and application experiences.
2. Collect information through observation, listening, touching and smelling.
3. Use and interpret information from phenomenological observations.

Examples of learning activities found in the music-thanatology curriculum and related to industry standards:

- Detect changes in skin color or condition, (pale, ashen, grey or bluish)
- Observe patients in a crowded, noisy, activity-filled room.
- Observe and collect data from recording equipment and measurement devices used in patient care.
- Communicate with patients, family members and the healthcare team in person and over the phone in a variety of settings, including intensive care units, isolation and places where the healthcare team is wearing masks and other universal protection and there is background noise.
- Detect palpable changes in skin temperature.
- Feel vibrations such as arterial pulse.

Behavioral:

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature and sensitive relationships with others.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, sympathy, altruism, integrity, honesty, responsibility and tolerance.

Examples of learning activities found in the music-thanatology curriculum and related to industry standards:

- Exercise judgment, meet acceptable timeframes for patient care delivery (acceptable timeframes are reflected by ability to carry out the usual assignment for a particular point in the training within the allotted clinical time), work effectively under stress and adapt to rapidly changing patient environment.
- Accept accountability for actions that result in errors.
- Deal effectively with interpersonal conflict as it arises; maintain effective and harmonious relationships with members of the healthcare team.

I have read and understand the Technical Skills Standards for the Lane Community College Music-Thanatology Training.

_____ Signature of Applicant

Application for Lane Community College Music-Thanatology Training

The next two-year Lane Community College Music-Thanatology Training begins September 2012. The application deadline is May 1, 2012. Please send the following Application Materials **in one envelope** to:

LCC Music-Thanatology Training
PO Box 6866
Portland, OR 97228

APPLICATION MATERIALS

1. employment resume
2. educational curriculum vitae
3. copy of college transcripts (does not need to be an official copy)
4. three letters of reference: two professional, one personal
5. demonstration of proficiency on an instrument, preferably harp. Please submit an audio example with your application (i.e. CD, tape or video).
6. signed Technical Skills Standards document
7. personal statement
8. music questionnaire
9. non-refundable application fee of \$50.00, payable to: Jane Franz

Successful applicants will be invited to attend a two-day, on site, interview process in Portland, OR on June 23-24, 2012. Music performance and theory skills will be assessed at this time.

Personal statement

Please write briefly about the following, using no more than five typed pages total. There are no "correct" answers; we are seeking to understand the unique perspectives and experiences that you would bring to the bedside of the dying.

1. What calls you to music-thanatology?
2. Describe your work history. What have you loved in your work? What have you found to be the most difficult and challenging?
3. What personal and/or professional experiences of death and dying have you had?
4. Describe your relationship with music. Summarize your musical journey throughout your life. Please speak specifically about your experience with voice and harp.
5. Music-thanatologists serve the physical, emotional, and spiritual needs of people who are terminally ill or dying with the prescriptive delivery of music. What does service mean to you?

6. How do you renew yourself spiritually and emotionally? Describe any contemplative, meditative, or spiritual practices that are a part of your life.

Music Questionnaire

Do you currently own or rent a harp?

Levered/Pedal - make and model

Number and type of strings

Range of strings (lowest and highest pitch)

(Second harp)

Have you had private harp lessons? How long?

Teacher (name & contact information)

Are you a professional harpist? Do you perform publicly?

Type(s) of music you perform:

Please describe your ability to:

- play harp
- read music
- notate music

Do you play other instruments?

What is your primary instrument?

Have you had formal training?

What are your strengths and weaknesses?

Do you conduct? Do harmonic analysis?

What is your vocal range: soprano, alto, tenor, bass?

Have you studied voice? Describe your vocal ability

Do you sing on pitch?

Describe how, when and why you sing

Have you studied music theory?

What are your strengths and weaknesses?