Model of learning for practitioners in dementia care with music therapy as the joint focal point
Ottesen, Aase Marie

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Model of learning for practitioners in dementia care with music therapy as the joint focal point
- With focus on enhancing quality of life and wellbeing for persons with dementia

Research in
- The relational meeting
- Development of therapeutic communication and caring practices

Motivation and commitment
To become personally and professionally challenged as care provider
Behavioral disorders of persons with dementia
Values
- The person with dementia comes first
- Person-oriented approach
- Appreciation

Weekly music sessions
Music and song as a prelude to achieving positive contact
Star moments arise through the use of song and music
Interdisciplinary collaboration between music therapist, care providers and the researcher
Involvement and support from management
Dialogue and cooperation with relatives
Music therapist as a role model
Bridging the gap between professional groups
Difficult care situations
Dialogue and cooperation with relatives
Bridging the gap between professional groups
Difficult care situations

Values
- The person with dementia comes first
- Person-oriented approach
- Appreciation

Culture, context and the environment
- Using qualitative life history
- Every Day Life
- Togetherness
- Meaningful occupation
- Learning takes place in the care provider’s daily life in the care environment

Weekly music sessions
Using video in the learning process
Using "music therapy care"
Written documentation of the effect of musical presence
Implementation and transformation of the new knowledge and acquired skills in the daily practice

Theoretical frame of reference
- Person-centered dementia care (Kitwood 1999)
- Dementia Care Mapping (Brooker 2007)
- Sense of self and the domains of relation (Stern 2000)
- Retro genesis (Reisberg 1999)
- The present moment (Stern 2004)
- Mirror neurons (Bauer 2000)
- Vitality forms and categorical feelings (Stern 2010)

Further information about the project
Nurse and Ph.D. student Aase Marie Ottesen
E-mail: aamo@hum.aau.dk
Doctoral Programme in Music Therapy
Institute for Communication and Psychology
Aalborg University, Denmark

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