

SWAMTA Co-Sponsorship Opportunity:
Arts in Healthcare: A Continuum Model
Co-Sponsored with Houston Methodist Academic Institute, Houston March 26, 2026

Date to be offered: March 26, 2026 (8 AM - noon)

Format: Synchronous presentation

Date submitted to CBMT: 1/17/2026

Name of opportunity: Arts in Healthcare: A Continuum Model

Number of CMTEs offered: 4

Cost to participant: \$80

Schedule: (full course description below provides more detail of what is covered in each section)

8:00 - 9:20 Part 1: Introduction and Overview, Definitions, and Scope

1. Introduction to the Music Continuum (20 minutes)
2. Music Experiences (20 minutes)
3. Music Integration (20 minutes)
4. Music Medicine (20 minutes)

9:20 - 9:35 Q&A 15 minutes

9:35 - 9:50 Break: 15 minutes

9:50 - 10:50 Part 2: Music Therapy in the Medical Setting

5. Music-Based Interventions (20 minutes)
6. Music Therapy (20 minutes)
7. Music Therapy-Informed Approaches (20 minutes)

10:50 - 11:05 Q&A 15 minutes

11:05 - 11:20 Break 15 minutes

11:20 - 12:00 Part 3: Integration with Higher Education

8. UH Panel on Higher Education (30 minutes)
9. Reflection, Q&A, and Integration (10 minutes)

Prerequisites: None

Presenters:

Jennifer Townsend MMT, MT-BC
Caroline Docwra, MA
Melissa Aytenfisu, BFA
Virginia Gray MT-BC
Patricia Winter, PhD, MT-BC

Ed Roth PhD, MT-BC
Dayo Osho, Pharm.D, MBA
Fleurette Fernando MFA

Presenter Qualifications:

Jennifer Townsend is the Manager of Creative Arts Therapies at Houston Methodist's Center for Performing Arts Medicine, where she leads a growing, multi-site music and art therapy program across acute, outpatient, and specialty care settings. She is a board-certified music therapist with extensive clinical, administrative, and research experience, focused on integrating evidence-based music interventions across the healthcare continuum. Jennifer is actively involved in program development, interdisciplinary collaboration, and outcomes-driven research, and regularly presents nationally and internationally on music therapy, arts in health, and innovation in clinical practice.

Caroline Docwra is the project specialist for patient programming with the Center for Performing Arts Medicine at Houston Methodist. Caroline is also a lecturer for the Arts and Health certificate in the University of Houston's Arts Leadership program. Caroline holds a BA in Biology and Art History and an MA in Arts Leadership from the University of Houston.

Melissa Aytenfisu is a Canadian artist who specializes in oil paintings, digital print media, photography, printmaking, and drawing. A native of Edmonton, she earned a Bachelor's degree in Education at the University of Alberta, before moving to Montreal where she eventually received a Bachelor of Fine Arts degree from Concordia University. During the years in between, Aytenfisu taught high school in Quebec, China and the United States while honing her craft and creating works that have appeared in exhibitions across multiple continents. Her experiences growing up in a multiracial family of nine and traveling through Africa, Asia, and North America have directed her artistic practice toward themes of identity, mobility and social justice. Melissa is currently a Project Specialist with the Center for Performing Arts Medicine at Houston Methodist Hospital. She lives in Third Ward, Houston, Texas with her three young children.

Virginia B. Gray has served as a board-certified music therapist (MT-BC) since 2007. She currently works as the Clinical Educator for Creative Arts Therapies for The Center for Performing Arts Medicine at Houston Methodist Hospital. She earned a Bachelor of Music in Vocal Performance from The University of Texas at Austin and a Bachelor of Music in Music Therapy from University of The Incarnate Word in San Antonio. She has advanced training in the Bonny Method of Guided Imagery in Music, Motivational Interviewing, the Music Therapy Assessment Tool for Awareness in Disorders of Consciousness, Neurologic Music Therapy, music therapy in palliative care, research design, and trauma-informed care.

Edward A. Roth has been a music therapist since 1993 and is a passionate educator, scientist, therapist, and musician who currently serves in multiple roles at the University of Houston (UH). Prior to coming to UH, Dr. Roth was at Western Michigan University (WMU) where he served as the Director of Music Therapy, Assistant Dean at the College of Fine Arts, Associate Faculty of the Resiliency Center for Families and Children, and Adjunct Clinical Faculty at the Homer E. Stryker School of Medicine where he led a Special Interest Group in Neurology and Music. He was the founding director of the Brain Research and Interdisciplinary Neurosciences Laboratory (BRAIN Lab).

He earned his Ph.D. from WMU where his dissertation examined the neurochemistry and phenomenology of instrumental improvisation as they relate to anxiety, trust, shared flow, and empathy. His Master of Music degree was from Colorado State University under the supervision of Dr. Michael Thaut where he also worked as a Graduate Assistant at the Center for Biomedical Research in Music.

Dr. Roth has taught undergraduate and graduate courses in music therapy and music neuroscience since 2000. He has taught internationally at universities in Barcelona, Spain, Brisbane, Australia, and recently directed a study abroad experience at the Escola Superior de Música de Catalunya, Barcelona. His contributions extend beyond academia, as he is a presenter at national and international science and medical conferences, appears consistently in print, video, and radio media outlets, and his research is published widely in prestigious scholarly journals. He has served on the editorial board of the Journal of Music Therapy and has been an external reviewer for dozens of articles related to neurologic rehabilitation, mental health, neuroscience methodologies, and music therapy.

Ed has worked clinically with pediatric, adolescent, and adult individuals facing neurological, medical, and mental health challenges at University of Michigan Medicine (Ann Arbor, MI), Blythedale Children's Hospital, (Valhalla, NY), Columbine high school (Littleton, CO), and at various clinics, schools, and hospitals.

Dr. Roth is committed to improving individual lives and community health through the synergy of music, music therapy, and neuroscience.

Dayo Osho is a hospital operations leader with a heart for building strong teams, shaping great culture, and improving the experience of both patients and staff, one day, one system, one

person at a time. Currently, he serves as Director of Operations at a 358-bed acute care hospital, where he leads a diverse portfolio: pharmacy, case management, guest services, valet operations, service quality, and patient experience. With his background as a pharmacist and more than a decade of leadership experience, he brings both clinical and operational depth to the work of transforming hospital systems.

Fleurette S. Fernando is the founding director of the M.A. in Arts Leadership Program at University of Houston where she serves as assistant professor. She is also currently serving as the Associate Dean of Academic Affairs in UH's Katherine G. McGovern College of the Arts. Fleurette is a graduate of Toronto's Claude Watson School for the Arts, Montreal's National Theatre School of Canada's Directing Program and holds an M.F.A. in directing from York University. Fleurette has worked as a director, choreographer, educator and arts administrator in arts organizations across Canada and the U.S., including San Francisco's Lorraine Hansberry Theatre, Richmond's East Bay Center for the Performing Arts and Brooklyn Academy of Music. She is a former Executive Director of Katy Visual and Performing Arts Center, where she previously served as Performing Arts Director and Development Director. Fleurette served as the Artistic Director of Montreal's Black Theatre Workshop and was the recipient of the Canada Council for the Arts' first John Hirsch Prize for Young Directors, as well as a Fellowship of the Americas from the Kennedy Center for Performing. Most recently, she served as the Director of Grants for Houston Arts Alliance and as an adjunct professor of theatre studies at the University of Houston, Downtown. Fleurette currently serves on the UH Faculty Senate and on the board of MATCH (Midtown Arts and Theater Center Houston) and the Association of Arts Administration Educators. In 2018, Fleurette received the UH Teaching Excellence Award for her work in community engagement.

Abstract:

This continuing education course examines Houston Methodist's Music Continuum, illustrating how music experience, music medicine, and music therapy function across non-clinical and clinical settings. Participants explore evidence-based practice, interdisciplinary collaboration, and practical strategies to enhance patient care. University of Houston leaders discuss implications for arts in health and music therapy education.

Learning Objectives:

1. Define each modality within the Music Continuum and describe its appropriate use in healthcare environments. (BCD 1C, 1D, 1E)
2. Differentiate clinical vs. non-clinical services and articulate scope-of-practice boundaries. (BCD 2B-1, 5B-9, 5B-12)
3. Identify evidence-based strategies and outcomes associated with each modality. (BCD 5A-4)

4. Select appropriate interventions across the continuum based on patient needs, clinical goals, and interdisciplinary collaboration. (BCD 3A-4, 3A-11, 2D-1)

Cancellation and Refund Policy: N/A

Statement of Relationship:

Arts in Healthcare: A Continuum Model is approved by the Certification Board for Music Therapists (CBMT) for 4 Continuing Music Therapy Education credits. The Southwestern Region of the American Music Therapy Association, P-055 maintains responsibility for program quality and adherence to CBMT policies and criteria.

Full Course Description

This 4-hour Continuing Music Therapy Education (CMTE) course provides an in-depth exploration of the Music Continuum as implemented at Houston Methodist, a model that illustrates the full spectrum of music-based services available within a healthcare system. Designed for board-certified music therapists, this training defines and differentiates each modality—from passive experiences to clinical interventions—while offering practical tools to strengthen clinical decision-making, interdisciplinary collaboration, and program development.

Participants will learn how to strategically integrate music across diverse care environments, utilize evidence-based practices, and articulate the role of music therapy within a broader ecosystem of arts in healthcare. Through interactive discussion, case examples, guided demonstrations, and applied practice, attendees will build skills to apply the continuum within their own settings to enhance patient outcomes, staff well-being, and organizational impact.

Course content:

1. Introduction to the Music Continuum

- * Overview of the Houston Methodist framework
- * Rationale for a continuum model in healthcare systems
- * How the continuum supports access, equity, quality, and outcomes
- * Understanding patient pathways and service integration

2. Music Experiences

Music Experiences include non-clinical, engagement-focused offerings designed to enhance the environment, reduce isolation, and support emotional well-being without individualized assessment or treatment planning.

Content includes:

- * Definition and scope
- * Live environmental music, musical visits, and group experiences
- * Role of volunteers, performers, chaplains, artists-in-residence
- * Standards for safety, appropriateness, and cultural responsiveness
- * Case examples from Houston Methodist (lobbies, infusion center, ED, ICU waiting rooms)
- * Opportunities and limitations of non-clinical programming

3. Music Integration

Music Integration refers to the intentional use of music by non-music therapy professionals supported through training, resources, and collaborative protocols.

Content includes

- * Definition and scope; required competencies
- * Digital and QR-based tools (e.g., ED music resources)
- * Staff engagement and education strategies
- * When integration supports vs. substitutes specialized services
- * Artists in Residence

4. Music Medicine

Music Medicine involves the use of evidence-based music interventions delivered by a medical provider but without the adaptive, relational components of music therapy.

Topics include:

- * Defining music medicine compared to therapeutic listening
- * Criteria for selecting evidence-based playlists
- * Physiologic mechanisms (e.g., autonomic regulation, analgesia, sedation)
- * Applications: pre-op, post-op
- * Research findings from Houston Methodist
- * Integrating music medicine into clinical pathways

5. Music-Based Interventions

Music-Based Interventions are structured, goal-oriented uses of music delivered by trained facilitators or clinicians, often protocol-driven and skill-based, but not requiring full clinical depth of music therapy assessment or adaptation.

Topics include:

- * Definition and boundary clarifications
- * Example interventions
- * Evidence review supporting targeted outcomes
- * Risk management and appropriate referral triggers
- * Case demonstrations

6. Music Therapy

Music Therapy is the clinical, evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship, provided by a board-certified music therapist.

Topics include:

- * In-depth review of assessment, treatment planning, intervention selection, documentation, and evaluation
- * Clinical populations in acute care (oncology, ICU, neuro, ortho, ED, CV, women's services, behavioral health)
- * Physiologic and psychological outcomes (pain, anxiety, blood pressure, agitation, mood, coping, etc.)
- * Adaptive, responsive, and relationship-based processes
- * Case studies and clinical decision-making exercises
- * MT role within interdisciplinary teams
- * Advocacy using the continuum to clarify scope

7. Music Therapy-Informed Approaches

Music Therapy-Informed approaches refer to the translation of MT principles—such as attunement, entrainment, and trauma-informed care—into interdisciplinary collaboration without replacing clinical MT practice.

Topics include:

- * Definitions and examples
- * Staff coaching and shared care models
- * Support for staff well-being (e.g., respite rooms, grounding practices)
- * Tools for integrating MT principles into unit culture
- * Ethical considerations and professional boundaries
- * Building structured pathways for referrals to MT services

8. Applications at the University level

A panel discussion from University of Houston's Arts in Health Certificate Program and Music Therapy Degree program will present how the continuum is applied to higher education training in two different programs.

9. Reflection, Q&A, and Integration

- * Connecting learning back to participants' settings
- * Developing personal action steps
- * Resources for further development and advocacy