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Grab a MIC: Making Intergenerational Connections Through Music Therapy

Intervention

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Introduction

1 in 4 older adults is currently experiencing some sort of mental illness such as depression, anxiety, or dementia according to the World Health Organization (Mitchell, 2014). With the population of older adults growing at a rapid rate, it has become abundantly important to try to alleviate these negative mentalities. Intergenerational intervention methods are one of many ways to help alleviate these negative dispositions and help boost older adults' quality of life. Younger generations today are having less contact with their grandparents and the elderly community. Due to this, youth do not have extended knowledge of the older population and have acquired new prejudice and ageist belief (Holmes, 2009).

One important consideration to account for when discussing intergenerational intervention programs is the type of activity. In order to ensure that both cohorts enjoy the activity it has to remain a universal method expression. This being said, music therapy remains a very affecting therapeutic intervention for both generations involved. For centuries, music has always been a bonding activity. Therefore, for the purpose of this project, the impact of intergenerational interaction and music therapy will be analyzed to answer the following research question: how will the intervention of an intergenerational music therapy program eliminate negative perceptions of aging and geriatric depression, and promote intergenerational understanding?

Literature Review

There is a lack of connectivity and interaction between the older population and youth. According to a recent study, 8 out of 10 older adults want to spend time with others outside of their age group (Gonzales et al., 2021). The population of older adults is increasing rapidly due to longer life expectancy rates, making up around 17% of the overall United States currently.

Within the next 20 years, this number is expected to increase to 2.1 billion older adults. Since most older adults experience a decline in quality of life, a larger portion of the United States will be conflicted with feelings of hopelessness that are associated with a lower quality of life (Holmes, 2009). However, with the recent global pandemic and further average distances between grandparents and their grandchildren, this desire has not been met. With an average of 43% of grandparents residing over 200 miles away from their grandchildren, experiencing familial intergenerational interaction has become very difficult (Statista Research Department, 2012). Hospitalization, health conditions, and physical mobility limitations can also cause older adults to be separated from their families for longer periods of time. Oftentimes they seek other relationships to avoid becoming a “burden” to their family (Holmes, 2009).

Intergenerational Programs

The introduction of intergenerational intervention programs was created with the hope of binding and connecting two very different cohorts to explore the community, allowing for both the youth and the elderly to experience new memories (LeadingAge 2019). In recent years, the COVID-19 pandemic has made it very obvious that isolation and quarantine can be detrimental to a person’s socialization and well-being. This being said it has grown even more important to maintain this type of intergenerational connection to improve the quality of life for older adults as well as expand the social horizons of today's youth. On top of this, these programs can help promote generational collaboration, reduce age-associated stigmas, and help prepare the future workforce (LeadingAge 2019).

Music Therapy

For some, forming social bonds and communication with others can become challenging, especially as older adults may experience age associated with decline and chronic illnesses.

However, musical therapy has proven to be a therapeutic method in which no verbal communication needs to occur. Through creating music, individuals are able to experience a kind of relationship and self-expression that differs from a verbal conversation, forming a truly special bond (Maratos et al., 2018). By definition, music therapy is a clinical method used in which individuals can accomplish specific goals such as reducing stress and anxiety and even improving task performance and focus (“Music Therapy”, 2020).

Since becoming an accredited healthcare profession in the 1940s, music therapy now serves around 1.6 million people in the world (2021). Despite this growing popularity, there is no definite form of music therapy. Therapeutic methods can include a variety of activities such as listening to music, analyzing rhythm and beats, or creating music (“Music Therapy”, 2020). Furthermore, one of the most important characteristics of music therapy is its “ageless” appeal. Although music changes by decade, it acts as a bridge to the gap between different generations. A person will experience music at one point in their lives, therefore music therapy acts as a universal method of self-expression and mutual understanding and companionship in cross-generational partnerships (2021). For the purpose of this paper, the methods of creating music, challenges, and benefits will be discussed to analyze the importance of intergenerational music therapy intervention.

Goals of Integrating Intergenerational Intervention Programs

Goals for implementing intergenerational programs include increasing the overall interaction and connectivity between older and younger generations while also establishing more community involvement. Intergenerational programs have helped build respect between generations and emphasize the importance of inclusion and building equal relationships (Hatton-Yeo & Ohsako, 1999). They also help provide insight into what each generation can offer the

other and those around them (Hatton-Yeo & Ohsako, 1999). Through engaging in activities utilizing different community settings and utilities, these programs have become a great way for both older adults and youth to become more educated in their community and ways to explore outside of their typical social circle. In a recent intergenerational study solely consisting of adult care community centers, all care homes that were approached were happy to be involved in the study and helped participants reach out to their community (Jones & Ismail, 2019). The implementation of these types of programs has allowed an increase in interaction and utilization of community resources and involvement.

Significance of Program Activities

One highly important factor in the effectiveness of music therapy is the type of activities in which the participants partake. Different musical instruments can elicit various responses from participants. Whether these responses be physical, mental, or social, music therapy provides specific treatment to an individual through the way it is implemented. For the purpose of this paper, musical therapy methods involving the creation of music through vocalization, and string instruments will be analyzed.

Vocal Participation in Music Therapy

The concept of singing with and to patients has proven to be a very effective method of musical therapy and relieving stress and predisposed perceptions of others. In a study done by Judy Bowers (1998), older adults were paired with university students to engage in an “adopt-a-choir” program. Within this program, older adults, aged 65 and up, were paired with a university student to engage in singing. Participants took pre and post-test surveys identifying their attitudes and perceptions on aging along with potential stereotypes held for the opposite cohort (Bowers, 1998). After completing this multi-week program, both participant groups established a positive

benefit towards themselves and others. The older adult age group showed a bigger increase in changed perceptions of the youth involved in the program (Bowers, 1998). Before the direct engagements, older adults reported that the younger generation as being less considerate and patient. However, as a result of the program, the older adults rated this cohort as above the average benchmark and leaps above their initial rating (Bowers, 1998). This same type of pattern was seen within the younger cohort. Before the start of the program, college students voiced their perception of older adults as “stern” and “grumpy”. However, this report completely shifted at the end of the program. Overall, the act of singing within an intergenerational program has been very beneficial for both participants, promoting intergenerational understanding, and alleviating negative perceptions of aging.

String Instruments in Musical Therapy

Another very effective, and less common method for music therapy consists of creating music with string instruments. This family of instruments can include the violin, guitar, piano, and much more. With intricate and precious skills needed to pluck and play a string instrument, participants have reported better task performance and fine motor skills (Roberson, 2020). The guitar, one of the most commonly used string instruments family for music therapy has proven very beneficial in a multitude of studies. The way in which the guitar is used can implement different cognitive and motor controls. For example, “fingerpicking” can elicit different skills such as finger isolation and coordination while another method of use such as open tuning can enhance strumming patterns and fine motor skills (Roberson, 2020).

Other string instruments that are less commonly used in music therapy may elicit a more positive benefit than other methods. Since instruments such as the violin, viola, cello, and bass are not as commonly seen or used in music therapy, participants have expressed more interest

and enjoyment in this type of intervention (Rzeznik, 2022). With instruments such as the violin and viola, there is quite a bit of upper body movement that is required in order to play the instrument. In other musical therapy studies, this aspect has been physically beneficial to participants (Rzeznik, 2022). A study looking into the physical, mental, and social benefits of participating in strong music therapy has been conducted through the New Jersey Intergenerational Orchestra (NIGO) (Rosenbluth, 2016). Throughout this program, participants of all ages participate in weekly lessons for 8 weeks. This program consists of elementary through high school-aged children as well as young adults and senior citizens. The program has also had quite a few grandchild-grandparent relationships as well. Despite the age gaps between participants the goal of this orchestra is to provide a united sound and learning environment. Through collaboration and dependency on others, the intergenerational project resulted in a mutual companionship among all of the generations in producing beautiful music together (Rosenbluth, 2016).

Despite the overall success of the NIJO program, it was interesting to find that there were generational differences in which instruments were learned at faster rates. Through the progression of rehearsals, it was found that most older adults were able to pick up string instruments at a faster rate than the youth who picked up wind instruments faster (Rosenbluth, 2016). This being said, for older adults, the act of correlating finger movements with the arm movement of the bow when playing these instruments has been proven to improve motor skills and task performance for participants of all ages (Rzeznik, 2022). Although this type of function may prove to be a challenge for older adults, the utilization of string instruments in music therapy is very comparable to an individual's vocal cords. The way that strings and vocal cords can vibrate and change tone and pitch can allow less functioning participants the opportunity to

still resonate with music produced by string instruments as it compares greatly with the sound of their own voice (Rzeznik, 2022). Overall, utilizing vocal cords through musical singing and string instruments within intergenerational programs has been proven to be personally beneficial to the participants on a physical, mental, and social level as well as promoting generational companionship; alleviating predisposed negative perceptions of the opposite cohort.

Program Challenges

During intervention implementation, there are several challenges that may impact the older adult population, such as physical, mental, and social challenges. On top of these, there are also some health considerations that need to be made prior to the integration of these programs, such as the age range of the older adult participants and their cognitive impairments levels. These types of considerations can be perceived as challenges when discussing intergenerational programs and need to be addressed.

Physical

Many older adults experience some physical challenges as they progress in age. Some of these challenges can originate from a sedentary or inactive lifestyle. Within the US, 28% of adults aged 50 and above are considered completely physically inactive (Centers for Disease Control and Prevention, 2022). Some other impairments that older adults experience include physical ailments with 80% of older adults contracting a chronic disease that increases their risk for hospitalization (Ortiz et al.,2012). With the diagnosis of chronic disease, the percentage of completely physically inactive seniors goes up by 30% (Centers for Disease Control and Prevention, 2022). These physical limitations make it hard for older adults to engage in more physical activities. Their desire to participate in physical activities is impacted as well when older adults feel less capable or embarrassed by their new ailments. Therefore, the physical

aspect of the older adult participants can be a challenge when promoting an integrational intervention.

Mental

From a mental health standpoint, a lot of older adults suffer feelings of loneliness and depression. The process of aging involves differing amounts of physical and mental declines that can be challenging and emotionally draining on an individual's overall mood and social interactions. Despite undergoing natural patterns of aging, older adults often suffer from this decline and begin to develop different severities of depression that can lead to decreased social activity and isolation. In fact, 43% of older adults report feeling lonely with 59% of these adults having an increased risk of health problems and 45% having a higher risk of death (McGuire, 2019). Therefore, not only do thoughts of depression decrease mental health but they also decrease quality of life. As stated earlier, 1 in 4 older adults is diagnosed with some variation of a mood disorder or depression across their lifespan. Therefore, depression has become the most common mental health challenge among older adults (Mitchell, 2014). In other words, the mental health of older adults is a very big challenge to intergenerational interaction because it is directly impacting their willingness to explore the community and reach out to others.

Social

The social aspect of older adults is also an obstacle for intergenerational programs. In the US, the majority of older adults do not live in close proximity to their families and often have grandkids that live thousands of miles away (McGuire, 2019). A large number of older adults feel lonely and lacking in familial support and familial intergenerational interaction is nonexistent (McGuire, 2019). Therefore, without this type of familial interaction, exploring other forms of interaction can become a challenge. For some older adults in need of further assistance,

being placed in a facility can make them feel ostracized and alone (McGuire, 2019). Hence the social aspect of reaching and opening up a meaningful and sentimental relationship with others can be a challenge without that type of familial support available.

Program Benefits

The implementation of intergenerational programs has established several benefits such as improvements in physical, mental, and social health for both the older adult and younger populations. These interventions focus on the physical and mental health impacts as well as emphasizing a great social impact and renewed sense of purpose for both groups involved. Many intergenerational programs have provided an array of different activities that inspire different responses. Although all participants included in the studies expressed overall health benefits, each has their own perspective on these programs and how they specifically affected their cohort.

Physical

From a physical standpoint, intergenerational volunteers assist in keeping older adults active in later life. Older adults involved in these programs are found to have burned 20% more calories per week, relied less on accessibility equipment, had less frequent falls, and showed less memory impairment and improvements in cognitive health (Generations United, 2020). In a musical sense, music therapy affects participants on a physical level without purposeful intention (Maratos et al., 2018). In several cases, older adults who listen to music physically engage with music without realizing it such as a tapping of the foot or a finger. Although it may not seem physically stimulating, it can elicit a passion for producing their own music (Maratos et al., 2018). The type of passion and musical participation is what allows participants, specifically older adults, to be physically inclined to become active in creating music (Maratos et al., 2018). Over a span of long-term exposure to intergenerational interaction, 32% of older adults stated

they had an improvement in their overall health in the past two years (Generations United, 2020). These types of physical benefits are seen throughout the younger generation as well. It has been observed that all younger age groups including, elementary, middle, and high school-aged children experience increased physical activity that positively contributes to their overall health (Gonzales et al., 2021). Therefore, these programs involve a physical aspect that positively reflects on both participants' physical health.

Mental

From a mental health standpoint, intergenerational programs have improved both young and older generations through increased interaction. As a result of the intergenerational intervention, participants of both generations experienced a boost of self-esteem and confidence in their abilities. Participants also felt more rejuvenated and involved in society (Skropeta et al., 2014). From an older adult's perspective, 78% of older adults stated feeling less depressed after prolonged intergenerational exposure and interaction (Generations United, 2020). As far as music therapy is concerned, music has been proven to release levels of dopamine which allows individuals to feel pleasure, satisfaction, and motivation (Gold et al., 2013). This is especially important for the geriatric population since higher dopamine levels have been associated with lower levels of depression, stress, and anxiety. As far as improved mental health among the younger generations, interactions improved other aspects of mental health within the younger generation as well. Youth involved in these programs experienced reduced levels of anxiety, stress, and increased levels of collaboration and social clarity (Gonzales et al., 2021). Therefore, the increased interaction between both generations improves their mental health and decreases feelings of depression and loneliness.

Social

From a social standpoint, intergenerational interaction improves participant self-esteem and confidence in themselves as well as in social situations (Campbell, 2016). Music has a way of allowing people to express themselves without the use of words. Through rhythm, notes, and tone, a person is able to express their thoughts and feelings in a way that is not possible through conversation. For this reason, music therapy has several important social benefits on a personal level as well as in group gatherings (Maratos et al., 2018). One main concept that brings people together throughout all the milestones of life: weddings, funerals, and parties have all been tied together through music. It is through these universal connections and entanglement with music that their method of intervention builds bonds and connections with others as well as the individual's self-image (Maratos et al., 2018). Following this ideology, 71% of older adults reported an improvement in their companionship status; while 88% of older adults reported fewer feelings of loneliness and isolation after two years (Generations United, 2020).

Older adults who participated in intergenerational programs experienced overall lesser feelings of isolation and an increased sense of community (LeadingAge 2019). Many older adults expressed appreciation that they could keep up to date on young adult culture. Furthermore, the older participants expressed a liking for the consistency seen in intergenerational programs. The constant and reliable interaction with the younger population resulted in sustainable and unconditional friendship (Holmes, 2009). Along with this reliability also follows the personal anecdotes and memories that correlate with music. Throughout life, songs and specific types of music may hold special parts in an individual's heart. It is through music therapy that both participants have the opportunity to listen and share their personal stories

that have been tied to specific lyrics of musical genres (Maratos et al., 2018). This being said, older adults had a more emotional response to integrational interaction.

Conclusion

Overall, intergenerational programs have become very popular in recent years. 94% of Americans agree that the older adult population has positive qualities to reflect on children. While 89% of Americans agree that youth can positively help and reflect on the older population (McGuire, 2019). Throughout the studies conducted, intergenerational music therapy programs have been found to have mutual benefits for both the youth and the older adults with both parties feeling more confident and trustworthy while developing a stronger sense of belonging (LeadingAge 2019). Through the practice and rehearsal of musical instruments and instruction, participants of both groups can formulate increased task performance and accuracy while also forming social bonds with others over personal ties with music that is meaningful to them (Maratos et al., 2018). Music also provides a gateway for a person to express themselves without the use of words which may be challenging for older adults who may suffer from communication disorders or severe symptoms of communication-ridden chronic illnesses (Maratos et al., 2018). 9 in 10 people believe integrating intergenerational programs is beneficial for both parties involved (McGuire, 2019). Therefore, despite difficult challenges and considerations, many intergenerational music therapy programs have exhibited positive benefits. An overall literature review concludes that more intergenerational programs must be explored throughout different communities to help reduce age-associated stereotypes between the two very different generations in society.

Methods

There are numerous factors that play an important part in implementing any type of program. Participant recruitment, program length, goals and objectives, and transportation are all very important components that make up a realistic and organized program. For something as open-ended as an intergenerational program, there are several ways in which a program could be implemented. For the purpose of this project, research pertaining to the following key elements will be analyzed to ensure that my hypothetical music therapy intervention program will be organized, achievable, and beneficial to all parties involved: participant recruitment, program duration, goals and objectives of string music therapy, and transportation of residents and the importance of community involvement.

Results

As a result of my research into intergenerational programs, I have constructed a hypothetical intervention program of my own incorporating BGSU Students and residents from Wood Haven Healthcare in Bowling Green, Ohio. Put briefly, this program will include 5 BGSU students from the College of Musical Arts and 5 residents from Wood Haven Healthcare and persist over 7 weeks total. The students selected will be volunteers and will preferably all specialize in different instruments within the string family or choir. Measures of geriatric depression and changed perceptions of aging will be measured before and after the intervention. For the purpose of planning this project months prior to acquiring the university volunteers, the student's instrument specialties are as follows:

- Student #1: Vocalist
- Student #2: Pianist
- Student #3: Harpist
- Student#4: Guitar
- Student #5: Cello

Although the instruments used are subject to change depending on the volunteers, no woodwind instruments will be used for the purpose of this project mostly for sanitary reasons. Since pairs would be sharing instruments throughout the program, it will be more convenient and sanitary with string instruments and singing. For the purpose of this hypothetical program, participant recruitment, program duration, goals and objectives of string music therapy, and transportation of residents will be analyzed and incorporated into the creation of this intervention program.

Participant Recruitment

Participant recruitment for an international program is monumental towards the amount of sufficient interaction that occurs between participants. Defining whether smaller groups or larger groups are the best fit for the most impactful programs is a very important concept to look into when designing a program. External factors such as the environment of the activity and potential distractions become crucial to intergenerational partnerships. It has been found that small to medium-sized groups ranging from 3-5 from each age group eliminate excessive volume levels and maximize interpersonal connectivity between the partnerships (Jarrott, 2007). With the total number of participants ranging from 6-10 individuals, it allows activities to be done as a whole group or separately in pairs. As Generations United continues to publish research, it has proven that activities solely involving younger and older participants engaging in one-on-one interactions have proven the most beneficial for creating a sentimental bond between the participants (Jarrott, 2007).

One of the most important goals of an intergenerational program is to create a special bond between the younger and older participants and to establish companionship for all parties involved. One way in which we can do this is to adjust the seating and the environment in which the participants engage in activities. It has been seen that paired seating, or arranging the participants in which they can engage one-on-one has proven the most effective in increasing collaboration and enjoyment of the activities with their designated partners (Naar & Jarrott, 2018). This being said the number of participants involved and how they are seated within the given environment play key roles in the level of engagement and effectiveness of the program.

As far as selecting the 5 residents from Woodhaven Healthcare, I have personal experience working with the residents as a current Activity Leader at the Facility. I was first

inspired to implement this project after seeing how impactful music is on my residents. It wasn't until I played my violin for the residents last December that I truly saw how much they enjoyed more orchestral music that they do not get to experience often. It is for this reason that I wanted to implement this program so that the residents can get first-hand experience learning new instruments that they do not normally get to listen to or see. Certain residents share an extreme connection to music and they use it as a therapeutic method already. In fact, multiple residents at Woodhaven are retired BGSU professors. These residents have become very involved in activities and often come down to play piano for the other residents. It would be amazing for these residents to not only connect with others over music that they love but to also get to be on campus again and see how their old work environment has evolved.

Duration of the Program

Another key consideration that needs to be made prior to developing a program would include the duration of the event. The length of a program can impact the amount of time each pair gets to meet and converse and essentially impacts the effectiveness of the program and its ability to build a connection between the various generational groups. As a full-time student who has also facilitated numerous intergenerational programs, I have had the opportunity to study the impact of extended intergenerational exposure. After becoming a certified facilitator of the OMA (Opening Minds Through Art) intergenerational dementia-based art program, I was able to study the results of a 6-week long intervention program. Due to this, I decided on the 7-week length of this program. In my previous experiences, hosting a 6-week intergenerational program generated tremendous positive results for all participants involved. However, this program did not have a final social meeting in which the residents could truly say "goodbye" to their residents. Therefore, in my hypothetical program, I have incorporated a 7th and final celebratory meeting

in which the residents and students can socialize and reflect upon their experiences throughout the program.

Goals and Objectives of String Music Therapy

One key element that has been incorporated into this intervention program is the sole use of string instruments. While other intergenerational studies have utilized other musical instrument categories, one characteristic that sets this program apart is its use of only string instruments. Not only does the use of string instruments prove to be more sanitary than sharing woodwind instruments, but there has also proved to be a variety of benefits to using string instruments specifically. Although the instruments used within this program will rely on student participation the following string instruments have proven to generate tremendous benefits to users: violin, guitar, piano, and voice. Previous music therapy sessions have proven that instruments such as the violin have helped improve mood, and neuropsychiatric functions, and have enabled trust between individuals during one-on-one sessions (2023). Other studies indicated that individuals feel a new sense of empowerment and freedom when playing instruments such as the guitar since there is no playing a wrong note or tune (Hireupaustralia). This helps boost confidence and create expression throughout a session.

One specific string instrument that can be utilized by both participants simultaneously is the piano which acts as an essential component of this program. With both participants engaging in the same activity at the same time, the program takes a truly hands-on approach to both demonstrate and engage in musical therapy. Participating in piano music therapy not only creates an unspoken connection between the participants while they both play but it also has been found to improve hand-eye coordination and fine motor skills (Hireupaustralia).

Lastly, voice is another key component of the music therapy aspect of this program. It has been found that singing to and with clients can improve mood, relieve stress, lower heart rate, lower blood pressure, and boost immunity (Dagger, 2019). Outside of the health benefits, utilizing voice music therapy acts as a way for both participants to engage in the activity together. Voice is also something that almost all individuals obtain, therefore, no extra equipment will be needed for this session. Although singing to or with a resident may seem simple, it may go a long way in creating a positive and stress-free environment for the participants and allow them to feel a renowned new sense of expression and self-confidence. Whether or not a voice is in tune, a vocal music therapy session between both participants acts as a way for the pair to explore a common characteristic.

Transportation: Importance of Resident Involvement in the Community

Lastly, transportation is another key element that had to be assessed when planning my program. Since I am employed at Woodhaven Healthcare I know about the facility bus and the steps that go; into reserving and utilizing the transportation services the facility provides. I am also aware of BGSU's transportation services as well. Therefore, when planning this program I had to ask myself whether I wanted students to travel to the residents, or if the residents were going to travel to the students. In my recent experience with other intergenerational studies, the students have always traveled to the facility for convenience. However, in order to assess one's well-being which I strive to do through this program involves participation in meaningful interaction in all aspects of life including things such as community involvement (2023). Especially with Bowling Green being home to 7 nursing homes and having one of the top ten music programs in the state, I found it very important to combine these two institutions. According to more research regarding geriatric well-being, meaningful community engagement

is critical to community well-being and a greater sense of ownership and creates strong long-lasting partnerships between two different communities (2023). This being said, for my hypothetical project, the residents will be transported to campus to work one-on-one with residents to boost a sense of community involvement, enhance partnerships between the university and nursing facilities, and provide a new experience for residents to get them out of their usual environment and to explore community institutions BGSU has to offer.

Plan of Operation

Once these program considerations are established, my goal is to carry out a 7-week program in which the Woodhaven residents are brought to campus once a week for one hour to learn a variety of instruments. During weeks 1 and 7, the BGSU students will be coming to Woodhaven Healthcare to conduct pre and post-program surveys and sit one-on-one time with their residents. During these weeks, both students and residents will fill out the Aging Perceptions Questionnaire to assess each cohort's potential ageist perceptions and to assess the differences in perceptions of aging and intergenerational understanding after the program has ended as well. To assess rates of loneliness and depression among older adult participants, the students will be assisting them in completing the Geriatric Depression Scale (GDS) during weeks 1 and 7 as well to assess if the program had improved their overall mental health and depression rates.

During weeks 2-6, the residents will be transported via the Woodhaven bus to campus. Since my coworkers and my direct supervisor are all trained to drive the bus, the only concern with transportation will be reserving the bus for select days and times that do not conflict with resident doctor appointments. However, since this project is planned months in advance, reserving the bus should not be a problem.

Once on campus, the residents will be paired one-on-one with BGSU university students and work in practice rooms in the Moore Musical Center. Again, since this project is being planned months in advance, reserving these 5 practice rooms for each pair should not serve as a problem.

As the program progresses each week, the students will rotate and experience one-on-one interactions with a different resident week. For example, one resident will get to experience a music lesson on the harp while the next week they get paired with a different student who teaches them the violin. As far as the lessons discussed each week, I would like the students to prepare lessons involving music from the 30s-40s era unless requested by the residents that week. Since this decade is most popular with the older adult population, I believe that it would prove more effective in their overall program enjoyment. By the end of the program, each resident has been able to be paired with a university student and learned about each instrument involved in the program. The following list is the program details for the full 7-week program:

Hypothetical Program Details:

- Week 1: Introductory meeting
 - Fill out the pre-intervention Aging Perceptions Questionnaire (APQ) and Geriatric Depression Scale (GDS)
- Week 2:
 - Student #1: Vocalist with resident #1
 - Student #2: Pianist with resident #2
 - Student #3: Harpist with resident #3
 - Student#4: Guitar with resident #4
 - Student #5: Percussion with resident #5

- Week 3:
 - Student #1: Vocalist with resident #2
 - Student #2: Pianist with resident #3
 - Student #3: Harpist with resident #4
 - Student#4: Guitar with resident #5
 - Student #5: Percussion with resident #1

- Week 4:
 - Student #1: Vocalist with resident #3
 - Student #2: Pianist with resident #4
 - Student #3: Harpist with resident #5
 - Student#4: Guitar with resident #1
 - Student #5: Percussion with resident #2

- Week 5:
 - Student #1: Vocalist with resident #4
 - Student #2: Pianist with resident #5
 - Student #3: Harpist with resident #1
 - Student#4: Guitar with resident #2
 - Student #5: Percussion with resident #3

- Week 6:
 - Student #1: Vocalist with resident #5
 - Student #2: Pianist with resident #1
 - Student #3: Harpist with resident #2
 - Student#4: Guitar with resident #3

- Student #5: Percussion with resident #4
- Week 7: Final program reflection; celebratory snacks and refreshments
 - Fill out the post-intervention Aging Perceptions Questionnaire (APQ) and Geriatric Depression Scale (GDS)

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