

Spring 2015

Lyric Analysis: A Resource for Acute Psychiatric Music Therapists

Sok Hwee Tay

Georgia College and State University

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Lyric Analysis: A Resource for Acute Psychiatric Music Therapists

Submitted to the Department of Music Therapy, College of Health Sciences of
Georgia College and State University in partial fulfillment of the requirements for the Degree of
Master of Music Therapy

By:
Sok Hwee Tay

Milledgeville, GA
May 2015

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Dedication

I dedicate this project in loving memory of my father.

Thank you for fostering my love for music from a very young age by taking me to concerts and exposing me to different types of music. You have taught me to be open minded about music and about life. For that I am forever grateful.

Acknowledgements

I would like to take this opportunity to thank those who have helped made this project possible.

To Dr. Chesley Mercado, thank you for your guidance and encouragement throughout my graduate studies. You have taught me to be in the moment and have given me the confidence to finish this project.

To Dr. Douglas Keith, thank you for teaching me to think out of the box and offering me valuable feedback throughout my project.

To Ting Ting Chang, thank you for being part of my committee and sharing your personal experiences with me.

To my mother Ong Kiang, thank you for your unconditional love and for teaching me the value of hard work.

To my sister Anna, thank you for being a good role model and for your kind words of support.

To my nephews Ian and Evan, thank you for bringing so much joy and laughter into our lives.

To my brother-in-law Kok Hoon, thank you for all that you do for our family.

To my husband Jim, thank you for always having faith in me and supporting me through my toughest times.

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Introduction

As a music therapist working in a psychiatric setting, I have the privilege of working with individuals of varying psychiatric diagnoses. There is never a dull moment and I am constantly learning about myself through my work and through the individuals that I work with.

Lyric analysis and song writing are two techniques that I frequently employ in my sessions. In order to find songs that fit the requirement of the objectives that my individuals are working on, it requires me to spend time researching the song lyrics as well as the musical components of the song. This process is often very time-consuming as it requires me to screen the lyrics and guitar chords to ensure accuracy. It is also challenging to find songs that meet the musical preference of all the patients within a group setting. Hence for my project I have chosen to compose original songs that focus on goals that are commonly addressed in music therapy sessions when working with the psychiatric population. Each song is written with a goal in mind and includes suggested questions to encourage discussions. Some songs also include additional activity worksheet or song writing activities to be used in conjunction with the song.

The purpose of lyric analysis is to encourage patients to verbalize and express their emotions. This is difficult to achieve if the music therapist does not have a therapeutic relationship with the patients. Therefore, it is crucial for the music therapist to build rapport with clients prior to using lyric analysis or song writing as an intervention. This can be achieved by incorporating a music listening activity, musical game or improvisation prior to the utilization of lyric analysis.

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Chapter 1: Mental Disorders and Acute Inpatient Psychiatric Care

Overview of Mental Disorders

SAMHSA (2014a) defines mental disorders as the following:

Mental disorders involve changes in thinking, mood, and/or behavior. These disorders can affect how we relate to others and make choices. Mental disorders take many different forms, with some rooted in deep levels of anxiety, extreme changes in mood, or reduced ability to focus or behave appropriately. Others involve unwanted, intrusive thoughts and some may result in auditory and visual hallucinations or false beliefs about basic aspects of reality. Reaching a level that can be formally diagnosed often depends on a reduction in a person's ability to function as a result of the disorder.

The Diagnostic and Statistical Manual of Mental Disorders (DSM), Fifth Edition, specifies two requirements that must be present before a definition of mental disorder can be met. First there must be evidence that the symptoms presented have resulted in a dysfunction in mental functioning. Secondly, this dysfunction has caused harm to the individual due to a "disturbance in psychological functioning" and warrants clinical attention (First & Wakefield, 2013).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA, 2014a) 2012 National Survey on Drug Use and Health (NSDUH), an estimated 43.7 million Americans ages 18 or older experienced some form of mental disorders in the past year. This represents 18.6 percent of all adults in the United States. The data collected also indicated four percent of the population having a mental disorder that affects their daily function (SAMHSA, 2013). Furthermore, a report completed by the Centers for Disease Control and Prevention revealed that "mental illnesses account for more disability in developed countries

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than any other group of illnesses, including cancer and heart disease” and at least half of the adults in the United States will “develop at least one mental illness during their life time” (Pierre, 2012; Reeves, et al., 2011). Co-occurring chronic physical diseases and substance abuse is also common among individuals with mental disorders (Reeves, et al., 2011; Dingle, Gleadhill & Baker, 2008).

Although we might have a tendency to lean towards thinking of mental disorders as discrete entities, it is important to note that evidence suggests an indistinct border between mental illness and mental health. This was also mentioned in the DSM-IV to not assume that “each category of mental disorder is a complete discrete entity with absolute boundaries dividing it from other mental disorders” (Pierre, 2012) and that “the concept of mental disorder lacks a consistent operational definition that covers all situations” (López-Ibor & López-Ibor, 2013; Stein, Phillips, Bolton, Fulford, Sadler & Kendler, 2010). Cultural variations, social factors, views of the health care professional, individual variations all play into the process of diagnosing an individual with a mental disorder (Bolton, 2010; Hong, Walton, Tamaki & Sabin, 2014)

The Deinstitutionalization Movement and Acute Inpatient Psychiatric Care

Until the 1960s, most individuals with mental disorders could be treated in large, publicly funded hospitals (Markowitz, 2006). Over the years, psychiatric services have shifted from hospital to community (Mechanic, 2007). This has also come to be known as the deinstitutionalization movement (Kunitoh, 2013). This movement came about partly due to the Community Mental Health Center Act that was signed by President Kennedy in the early 1960s. As a result of this act, Community Mental Health Centers were formed to provide “outpatient, partial hospitalization, emergency services, consultation and education” (Gumber & Stein, 2013).

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The introduction of psychotropic medications in the 1950s (Baumeister, Hawkins, Lee Pow & Cohen, 2012; Mechanic, 2014; Testa & West, 2010; Wilson, 2005) and the establishment of Medicaid in the 1960s also helped contribute to the transitioning of individuals from hospitals to the community (Baumeister, Hawkins, Lee Pow & Cohen, 2012).

Despite the development of community based services, many people with mental disorders continue to need periods of inpatient treatment (Crawford, Maratos, McDermott, Nur, Procter & Talwar, 2006). This need was reflected in the 2009 health report compiled by the Centers for Disease Control and Prevention, and the National Center for Health Statistics. According to the report, admissions to mental health organizations was 2,713,000 in 2004 as compared to 1,819,000 in 1986. This report is based on all organizations that fall under the category of 24-hours hospitals and residential treatments which includes; state and county mental hospitals, private psychiatric hospitals, nonfederal general hospital psychiatric services, Department of Veterans' Affairs medical centers and residential treatment centers for emotionally disturbed children (U.S Department of Health and Human Services, 2009).

The deinstitutionalization movement led to a decrease in inpatient psychiatric hospital beds, hence leading to mental health units being used for brief periods of time (McCrae, 2014) to accommodate the need for mental health treatment. The average stay for acute psychiatric care is typically 7-10 days with some individuals staying for either shorter or longer periods of time depending upon their symptoms. Due to the shortened duration of stay, the goal is hence “concentrated on stabilizing individuals who display acute psychiatric conditions associated with a relatively sudden onset and a short severe course, or a marked exacerbation of symptoms associated with a more persistent recurring disorder” (Thomas, 2007).

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This shift has resulted in patients with psychiatric problems to be more commonly seen in the emergency department of a hospital which “provides psychiatric assistance around the clock” (Ziegenbein, Anreis, Bruggen, Ohlmeier & Kropp, 2006), and typically has specialized psychiatric and chemical dependency units within the hospital (Mechanic, 2014). These units (also commonly known as behavioral units) will typically have a 24-hours crisis hotline that individuals can utilize in times of crisis. Other ways that can lead a person to inpatient psychiatric treatment includes: “referral by a specialist, referral by social psychiatric services, patients brought in by the fire brigade and police, as well as transfers from somatic departments” (Ziegenbein, Anreis, Bruggen, Ohlmeier & Kropp, 2006) or through the behavioral services assessment department of a hospital.

Reasons for Admission to an Inpatient Psychiatric Unit

There are many reasons that can result in an individual being admitted to an inpatient psychiatric unit. Bowers (2005) mentioned several reasons for admission to an inpatient psychiatric unit. One of the main reason is dangerousness. The majority of patients admitted to acute care psychiatric inpatient units are considered acutely dangerous to self or others (Sullivan, Bezmen, Barron, Rivera, Curley-Casey & Marino, 2005). When such a situation arises, an individual can be civilly or involuntarily committed to inpatient psychiatric treatment to prevent physical harm to self (suicide) or physical harm (homicide) to others, with the requirement that the “threat is likely to occur in the near future”. Due to a history of abuses of civil commitment, the Supreme Court has set up an acceptable criteria for committing patients on an involuntary basis. The guideline states that any individual who is admitted against their wishes can only be held for a short period of time (varies from state to state) and are entitled to a

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court hearing and legal representation to determine the necessity of their involuntary commitment status (Testa & West, 2010).

A patient may also be admitted for the purpose of making a diagnosis as an admission allows “extended observation of the patient’s behavior, which may illuminate discrepancies between what the patient and his relatives say and provide some idea as to whether the problems are situational or psychological” (Bowers, 2005). When consent is given by the patient, collateral information may also be obtained from the patient’s family, patient’s friends, their outpatient psychiatrist or their outpatient counselor.

The need for adjustment of medication can also result in an admission. A previously prescribed medication might no longer be effective for the patient, hence an admission is required to monitor and adjust the medication as needed.

An admission might also be necessary when a patient is non-compliant with their medication. When a patient is not compliant with their medications, it can lead to the presence of positive psychotic symptoms (agitation, mania, unpredictability, confusion, complete disorientation, acting out, flights of ideas, emotional lability, hallucinations, delusions, etc.), or presence of negative psychotic symptoms (poor hygiene, lack of interest in life or people, unable to function as they normally do, etc.). An admission is therefore necessary to ensure that the individual gets the care they need (Testa & West, 2010).

A patient who is actively withdrawing from drugs or alcohol is another reason for admission. Withdrawals from drugs and alcohol can be potentially fatal when not monitored closely by a professional. An admission is hence necessary when an individual is detoxing to allow for close monitoring of their withdrawal symptoms (seizures, nausea, abdominal cramps,

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aggression, depression, headaches etc.) to help manage their physical and emotional needs (Felicilda-Reynaldo, 2015).

The administration of electroconvulsive therapy can also be a reason for admission. Electroconvulsive therapy has been found to be effective in treating individuals with severe depression (Dan, Grover & Chakrabarti, 2014). When a patient is admitted to inpatient psychiatric care for recurrent depression, their psychiatrist might suggest the administration of electroconvulsive therapy. Dependent upon insurance eligibility, an inpatient stay may likely be extended to allow for monitoring of the effectiveness of the therapy.

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Chapter 2: Diagnoses Commonly Seen in Acute Inpatient Psychiatric Care

Inpatient psychiatric care “represents the most intensive level of psychiatric care” (Thomas, 2007, p.127). It is common to be working with individuals of a variety of diagnoses within an acute inpatient psychiatric setting. For the purpose of this paper, I will focus on diagnoses that do not interfere with an individual’s ability to offer personal insight or capacity for semantic processing (Gardstrom & Hiller, 2010).

Major Depressive Disorder

Depression affects more than 350 million people and is the leading cause of disability worldwide (World Federation for Mental Health, 2012). Everyone experiences occasional feelings of sadness which tends to pass after some time. However, it becomes a cause for concern when these feelings become persistent and start to affect an individual’s ability to function in their day to day living (National Institute of Mental Health, n.d).

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM)-V, five or more of the following symptoms must be present to meet the requirement for a diagnosis of Major Depressive Disorder (National Alliance on Mental Health, n.d; Zimmerman, Galione, Chelminski, Young, Dalrymple & Witt, 2010).

- Feeling depressed mood most of the day.
- Diminished interest or pleasure in all or most activities.
- Significant weight changes (loss or gain).
- Insomnia or hypersomnia.
- Agitation or psychomotor retardation noticeable by others.
- Fatigue or loss of energy.
- Feelings of worthlessness or excessive guilt.

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- Diminished ability to think or concentrate, or indecisiveness.
- Recurrent thoughts of death, recurrent suicidal ideation (Center for Substance Abuse Treatment, 2008)

Major depression results in personal costs due to impairment in attention, memory dysfunction and higher mortality due to suicide (Ball, Classi & Dennehy, 2014; Hsu & Lai, 2004; Joutsenniemi, 2013). It also results in higher economic costs due to workplace losses and treatment costs amounted for treating depression (Ball, Classi & Dennehy, 2014). Current treatments being used for major depression include psychotherapy, electroconvulsive therapy and antidepressants (Hsu & Lai, 2004).

Bipolar Disorder

Jann (2014) defines bipolar disorder as “a chronic, relapsing illness characterized by recurrent episodes of manic or depressive symptoms, with intervening periods that are relatively (but not fully) symptom-free.” Bipolar disorder affects about 2.4% of the world’s population and has a tremendous economic impact on the healthcare system. The treatment of bipolar disorder costs the United States an estimated 30 billion dollars in direct expenditures and an estimated 120 billion dollars in indirect costs yearly (Jann, 2014; Young & Grunze, 2013).

The different classifications of bipolar disorder includes bipolar I, bipolar II, bipolar not otherwise specified and cyclothymic disorder. A diagnosis is dependent upon the different types of mood episodes (manic, hypomanic, depressive and mixed), severity of the episodes, as well as the duration of these episodes (Ketter, 2010).

- Bipolar I Disorder includes at least one episode of mania or mixed episodes that last at least seven days (National Institute of Mental Health, 2012; Young & Grunze, 2013).

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- Bipolar II Disorder includes at least one major depressive episode and at least one hypomanic episode (Jann, 2014; Kernberg & Yeomans, 2013).
- Bipolar not otherwise specified may be diagnosed when an individual displays hypomania and depressive symptoms, but does not meet the diagnostic criteria of Bipolar I or Bipolar II disorder.
- Cyclothymic Disorder may be diagnosed in individuals who have never had a manic depressive mixed episode, but experiences depressive and hypomanic symptoms. These symptoms must be present for at least two years with symptom-free periods that last no longer than two months (Young & Grunze, 2013).

Symptoms of a manic episode include:

- Little need for sleep
- Signs of grandiosity
- Impulsiveness
- Racing thoughts
- Rapid speech
- Irritability
- Engaging in pleasurable high risk behaviors

Symptoms of a major depressive episode includes:

- Severely depressed mood
- Total loss of pleasure or interest in activities
- Changes in sleep or weight
- Fatigue
- Poor concentration

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- Indecisiveness
- Suicidal ideation (Werner, 2014).

Bipolar disorder can be treated with mood stabilizers, atypical antipsychotics and antidepressants with the goal of reducing the “severity and frequent of mood swings; to tamp down the mania and to lift up the depression” (Jann, 2014; Werner, 2014).

Anxiety Disorders

Anxiety disorders are the most common mental disorder among adults in the United States (Alegría, Molina & Chen, 2014) with nearly 29% of adults meeting the DSM criteria for anxiety disorder (Bostwick, Boyd, Hughes & McCabe, 2010). Comorbidity with other disorders (other anxiety disorder, mood disorder, substance use disorder) is also common (Roberge, Fournier, Menear & Duhoux, 2014). Anxiety disorders result in “significant distress, personal impairment and cost to society (Rowa, 2014).

There are several types of anxiety disorders and each have their own unique presenting symptoms and characteristics. The major types of anxiety disorders are Generalized Anxiety Disorder (GAD), Obsessive-Compulsive Disorder (OCD), Social Anxiety Disorder and Panic Disorder.

Generalized Anxiety Disorder is characterized by excessive anxiety or uncontrollable worrying that occurs more days than not over a period of at least six months. Signs and symptoms of GAD may include restlessness, fatigue, irritability, muscle tension, difficulty with concentration and disturbances in sleep patterns (Carroll, 2014; Zbozinek, 2012). These symptoms causes “impairment in social, occupational and other important areas of functioning”. Three or more of the symptoms (in adults) must be present before an individual can receive a diagnosis of GAD (Andrews, 2010).

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Obsessive-Compulsive Disorder is characterized by persistent intrusive and uncontrollable thoughts along with the subsequent need to perform specific actions repeatedly to reduce this distress (Baldrige & Piotrowski, 2014; Gentle, Harris & Jones, 2014). These obsessions and compulsions are time consuming (at least an hour) and interfere with daily functioning of the individual (Gentle, Harris, & Jones, 2014).

Social Anxiety Disorder is characterized by an intense fear of negative evaluation by others in social situations. It is associated with impairment in employment, education, quality of life, social functioning and relationship functioning (Brozovich, Goldin, Jazaieri, Heimberg & Gross, 2015; Helbig-Lang, Rusch & Lincoln, 2015; Kashdan, 2015 ; Sadikaj, 2015).

Panic Disorder is characterized by the presence of repeated panic attacks (intense fear, apprehension or terror) followed by constant worrying about having more of these attacks (Panic disorder, 2014; Prats, Domínguez, Rosado, Pailhez, Bulbena & Fullana, 2014). Symptoms of panic disorder may include shortness of breath, heart palpitations, accelerated heart rate, chest pain, choking, nausea, abdominal distress, dizziness, lightheadedness, sweating, trembling, feelings of going crazy and fear of losing control (Sansone & Sansone, 2009).

Substance Use Disorder

Substance use disorder is a “maladaptive pattern of substance use, leading to clinically significant impairment or distress” (Varghese, Montalvo-Ortiz et. al, 2015) such as physical health issues, disability, inability to perform responsibilities at school, home or work (Substance Abuse and Mental Health Services Administration, 2014b). There is a high prevalence of co-morbidity between substance use disorder and mental illness (Lev-Ran, Imtiaz, Rehm & Le Foll, 2013) that results in high economic burden on public assistance, public health and the criminal justice system (McCollister, French, Freitas, Dennis, Scott & Funk, 2013).

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The presence of at least 2 of the following criteria is required before an individual can receive a diagnosis of substance use disorder.

- Using of the substance in larger amounts or for a longer period than intended.
- Having the desire to cut down or quit using the substance but is unsuccessful.
- Spending a great deal of time acquiring, using, or recovering from use of the substance.
- Cravings and urges to use the substance.
- Disruption in work, school or home due to substance use.
- Continued use of substance despite social and relationship issues as result of substance use.
- Withdrawing from important social, occupational or recreational activities due to substance use.
- Recurrent use of substance in risky situations.
- Continuing use of substance even when it causes physical or psychological problems.
- Developing tolerance towards the effects of the substance.
- Development of withdrawal symptoms when used of substance is reduced
(CasaColumbia, 2013).

The Diagnostic and Statistical Manual of Mental Disorders, Fifth edition furthers specifies the severity of the substance use disorder according to the number of symptoms presented by the individual.

- Mild Substance Use Disorder – The presence of two or three symptoms
- Moderate Substance Use Disorder- The presence of four or five symptoms
- Severe Substance Use Disorder – The presence of six or more symptoms

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Long-term recovery from substance use disorder is a difficult process that often encompasses multiple relapses, hence treatment and recovery support is vital in creating social, clinical and public health benefits (McCollister, French, Freitas, Dennis, Scott & Funk, 2013; Soshensky, 2007). Treatments available and widely used for substance use disorder include medications, outpatient behavioral treatment, inpatient treatment, long term residential treatment, recovery support services, counseling (private therapy) and twelve-step programs (Soshensky, 2007).

Chapter 3: Music Therapy and Mental Health

History of Music Therapy

According to the World Federation of Music Therapy (WFMT):

Music therapy is the professional use of music and its elements as an intervention in medical, educational, and everyday environments with individuals, groups, families, or communities who seek to optimize their quality of life and improve their physical, social, communicative, emotional, intellectual, and spiritual health and wellbeing. Research, practice, education, and clinical training in music therapy are based on professional standards according to cultural, social, and political contexts (WFMT, 2011).

Throughout history there were recorded accounts of music being used in rituals and religious services; to increase physical work ability; and to evoke emotional responses (Trappe, 2012). Music can help people regain inner peace, soothe their souls, and bring them together (De Sousa, 2005). The idea of music as a healing force dates back to the times of Aristotle and Plato (American Music Therapy Association, n.d) and can be found in the history of many cultures including but not limited to the Chinese, Greeks, Romans, Indians and Arabs (Babikian et al., 2013). By the early twentieth century, music was used in hospitals to boost morale, act as a general aid to recuperation and utilized for the purpose of entertainment. The large influx of veterans into the hospitals after the Second World War was significant for the development of music therapy (Bunt, 1994).

The American Music Therapy Association (1999) describes the history of Music Therapy in the following way:

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The 20th century profession began after World War II when community musicians of all types, both amateur and professional, went to Veterans hospitals around the country to play for the thousands of veterans suffering both physical and emotional trauma from the wars. The patients' notable physical and emotional responses to music led the doctors and nurses to request the hiring of musicians by the hospitals. It was soon evident that the hospital musicians needed some prior training before entering the facility and so the demand grew for a college curriculum.

The first music therapy degree program was founded at Michigan State University in 1944, under the guidance of Roy Underwood. This was followed by the establishment of the first internship at Wayne County Hospital in Eloise, Michigan. University of Kansas became the second university to develop a degree in music therapy under the direction of E. Thayer Gaston, who played an instrumental role in moving the music therapy profession (American Music Therapy Association, 1999; de l'Etoile, 2000). Some of the earlier universities to follow suit includes Chicago Musical College, College of the Pacific, and Alverno College (American Music Therapy Association, 1999).

In 1950, the National Association for Music Therapy was founded “to offer assistance in maintaining and developing standards of training for hospital musicians and music therapists.” (de l'Etoile, 2000). Due to differences in ideas about education, philosophy and approach, the American Association for Music Therapy was formed in 1971. The American Music Therapy Association was founded in 1998 as a merger of the National Association for Music Therapy and the American Association for Music therapy. The Certification Board for Music Therapists was incorporated in 1983 to ensure the competencies of credentialed music therapists (American

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Music Therapy Association, 1999) and provides certification for music therapists who have completed the required clinical training and education (Babikian et al., 2013).

Research Supporting Music Therapy in Psychiatric Settings

In the United States, the development of music therapy as a profession began in Veterans' hospital and from there became largely utilized in psychiatric facilities (Silverman, 2012). A survey conducted in the 1960s revealed the state hospital as the largest employer of music therapists during that time (Wilson, 2005). Today, there is still a widespread interest in the use of music therapy in treating psychiatric disorders (De Sousa, 2005). According to a survey conducted by the American Music Therapy Association in 2014, the largest population served by music therapists falls under the mental health umbrella (American Music Therapy Association, 2014).

There are an increasing number of research studies that support the benefits of providing music therapy in addition to standard treatment for people who have mental disorders (Edwards, 2006). Research conducted within the psychiatric population have found music therapy to be effective in increasing level of engagement in treatment for clients who have been resistant to conventional therapies. In a clinical study conducted by Dingle, Gleadhill, & Baker (2008) examining the use of music therapy and patient engagement in a substance abuse treatment program, survey results indicated that motivation to participate, self-rated enjoyment and attendance rates to be consistently high. Patients who had shown minimal expression in cognitive behavioral therapy was also noted to display more emotional expression (laughing, crying) in music therapy. Further analysis also reveals that music therapy was able to engage patients of all age range as well as all substances.

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An examination of a study conducted by de l'Etoile (2002) further shows the effectiveness of music therapy in increasing level of engagement:

A consistent finding among these reports has been music therapy's effectiveness with clients considered poor candidates for traditional verbal group therapy. Specifically, music therapy resulted in positive outcomes for clients known to be ambivalent about or highly resistive to seeking treatment, or who had difficulty in expressing feelings. These conclusions suggest that music therapy may be helpful in the treatment of adults with chronic mental illness, who often demonstrate these same behaviors (p. 69).

The use of music therapy with inpatient psychiatric patient was also discussed in a study by Goldberg, McNeil and Binder (1988) where they compared the outcomes of music therapy groups (musical instruments are played by group members, followed by discussion) and verbal therapy groups (discussion as the only vehicle for communication and expression). The researchers found music therapy to be more effective than verbal therapy for increasing group cohesiveness, instilling hope, and the developing of positive self-image. These researches suggested that music symbolized and reflects one's inner life of feelings and images.

A separate study conducted by Hammer (1996) at an Alcohol and Chemical Dependency Unit found that the use of guided imaginary through music and relaxation techniques greatly decreased the participant's perception of situational stress. The results of the study indicated that guided imaginary through music can improve one's ability to react to stress, improve concentration and one's ability to relax.

Bunt (1994) discussed a group session that took place on an acute admission ward in a general hospital's psychiatric unit. It is a short-stay ward for people in acute phases of illnesses

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such as manic-depressive psychosis, anxiety and schizophrenia. He examined features of his music therapy sessions that were complementary to factors in group therapy process. It was found that music therapy created universality by uniting people in musical tasks, resulted in the development of socializing techniques through interactional and fundamentally non-verbal nature of music making and provided a sense of belonging through shared musical experiences.

Further benefits of music therapy in psychiatry could also be found in a research conducted by Gold, Heldal, Dahle, & Wigram (2005). There is evidence that music therapy when used as an addition to standard care can help patients with schizophrenia to improve their global state, mental state, and social functioning over the short to medium term. A small survey showed that 90% of long-term chronically ill people engaged in music therapy for periods of two to four years, once or twice a week, individually and in groups, had a regular pattern of breakdown and admission to hospital before embarking on therapy, and a decrease (and often cessation), after embarking on a period of music therapy (Odell-Miller, 1995).

De Kock (2008) discussed how the creative act of music-making within an inpatient setting, was able to provide comfort to a self-injurious female psychiatric client, who had been institutionalized all her life. Music was able to restore a sense of beauty and dignity which had been lost. It highlighted the power of music to transcend difference and pain, to become a vehicle for expression of our innermost turmoil and distress.

Music Therapy in Acute Psychiatric Setting

Inpatient psychiatric care are typically provided in a “24-hour, secured and protected environment that is medically staffed and psychiatrically supervised” (Thomas, 2007, p.127). Due to the high financial costs of hospitalization, restricted length of hospital stay and advancements in pharmacotherapy, psychiatric patients are often only hospitalized for a few days

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before they are discharged (Murphy, 1992; Silverman, 2011; Thomas, 2007). Acute care and crisis intervention centers treat psychiatric patients using a variety of treatment methods such as medication, group and individual therapy, and psychosocial forms of education (Thomas, 2007; Silverman, 2009a). However, due to the increasingly diminished length of stay and the primary focus of treatment being stabilization and discharge, a stronger emphasis tends to be placed on psychopharmacological treatment (Thomas, 2007).

As a result of the shortened length of stay and the need to serve a large number of patients, music therapists working in acute psychiatric setting are typically found doing group music therapy (Murphy, 1992). According to Yalom (1983), group therapy helps to build and strengthen interpersonal skills of the group members. In an acute psychiatric setting, music therapy is used to improve social interactions, behavioral containment, emotional support, gaining insight into feelings and behaviors, reality perception, support, strength, improve problem solving skills, building self-esteem and coping skills (Bullard, 2011; Silverman, 2009a; Thomas, 2007).

Assessment is a crucial component of every music therapy treatment process. This proves to be a challenge in an acute psychiatric setting where music therapy sessions are reduced to a few or just one session for the patient (Silverman, 2009a; Thomas, 2007). Assessment in such a setting must be ongoing, with the “determination of goals and choices of treatment interventions often occurring as one is accumulating and assimilating new information about the client” (Thomas, 2007, p.128). Hence, music therapists working in acute psychiatric setting must be able to treat and assess the client simultaneously and are required to assess several new individuals during this process (Thomas, 2007).

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Another challenge is the setting itself as an acute psychiatric setting often consists of patients of different diagnosis as well as different stages of functioning levels. While implementing music therapy interventions, the music therapist must be able to be in the moment and be adaptable to “abrupt changes in the program environment” (Thomas, 2007, p.130). Music therapy interventions that are utilized to address group needs includes improvisational music, music listening, guided imagery with music, drumming, group singing, song writing and lyrics analysis (Bullard, 2011; Silverman, 2011).

Lyric Analysis

Song lyrics can encourage an individual to identify their feelings; make more statements about themselves and share their emotions in a non-threatening way (Ahmadi, 2011; Jones, 2005; Silverman, 2013; Soshensky, 2007). Lyric analysis along with song writing is a frequently cited technique utilized by music therapists (Jones, 2005). A survey conducted by Silverman (2007) found that 61.8% of psychiatric music therapists uses lyric analysis to help address patients’ objectives. Lyric analysis can be applied within different therapeutic frameworks, including cognitive therapy, gestalt approach, rational behavior therapy, and for psychoeducational purposes (Jones, 2005; Silverman, 2013).

Lyric analysis involves a client listening to a song and then discussing the “meaning and relevance of the song to the client’s life” (Gardstrom & Hiller, 2010). The song material is usually selected by the therapist prior to the session taking into consideration the lyrical content; melodic qualities of the song along with a therapeutic goal in mind. The therapist might elect to use an existing song or a song specially composed for the session (Gardstrom & Hiller, 2010; Silverman 2009). When selecting a song, it is important to consider the cognitive abilities of the client (Gardstrom & Hiller, 2010). The procedure for lyric analysis includes an introduction to

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the song or artist; distribution of lyric sheet (single sheet of paper); providing patients with listening tasks; leading the discussion by reinforcing that there is no wrong interpretation of the song (Crowe, 2007).

Although the use of client's preferred and familiar music has been suggested in several studies (Baker, Tamplin & Kennelly, 2006; Ko, 2014), Gardstrom & Hiller (2010) suggest that it is not always necessary to select from the client's preferred genre in order to "achieve success." One of the benefits of using music that is unfamiliar is that there is no pre-established memories or associations attached to the song or prior interpretations of its meaning. An unfamiliar song might also promote a heightened sense of attention. Presenting original music written by the therapist is one way to ensure that the song will be unfamiliar to the listener. Using an original song also allows the therapist to design the song to suit the needs and goals of the clients (Farnan, 1987; Gardstrom & Hiller, 2010). Luetje (1989) mentioned the use of lyric analysis and identified a need for original song material when working with clients in crisis. Several literatures have also suggested the combination of using lyric analysis with other therapeutic activities such as song writing (Ko, 2014).

Chapter 4: Let's Analyze

Let's Analyze!

*A lyrics analysis resource for music therapists
working in acute psychiatric setting*



Sok Hwee Tay, MT-BC

LYRIC ANALYSIS

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Introduction

As a music therapist working in an acute psychiatric setting, I have had many opportunities to witness the ability of music to evoke emotional responses; to draw an isolative individual out of their room; to put a smile on an individual's face who has forgotten what it feels like to smile; to encourage conversations about their personal experiences and to empower them through the lyrics, melody and rhythm of music.

Lyric analysis and song writing are two techniques that I often employ in my music therapy sessions. Lyric analysis provides a safe environment for a client to express how they feel about a certain topic and to share their own personal experiences. Song writing allows a client to creatively express their feelings and to provide an opportunity for them to realize solutions to their life issues through music and writing.

I have faced considerable challenges when using mainstream songs during my sessions. First, it is often time consuming to find a song that addresses the goals and objectives for my clients. It requires me to screen the lyrics for appropriateness; guitar chords for accuracy and to consider the melodic aspect of the music. Second, I find that when I bring a song that a client is already familiar with I run into the risks of triggering a painful memory that we are unable to address in a short session; clients' preconceived idea of what the song means due to prior experiences with the song or an inability to connect with the song because they dislike the artist. Third, it is almost impossible to meet the musical preferences of all the members of the group.

Therefore, for my project I have chosen to compose songs that are suitable for the acute psychiatric population focusing on goals that are commonly being addressed in this setting. The inspiration for these songs comes from my experiences with my clients. These experiences have been shared with me either during our sessions together, or through our initial assessment. The songs are written to encourage discussions about issues that frequently arises in our sessions and also an opportunity for clients to express and share their feelings and personal experiences through song writing. The suggestions outlined by Gardstrom & Hiller (2010) were taken in consideration when I was writing these songs.

The songs in this book are organized into five sections:

- **Change** – Songs to empower change
- **Hope** – Songs to instill a sense of hope
- **Self-worth** – Songs to increase feelings of self-worth
- **Positive Thinking** – Songs to encourage positive thinking
- **Coping Skills** – Songs to encourage the identification of positive coping skills

Each song provides the following:

- Suggestions on how to use the song
- Lyric Sheet (For client)
- Guitar Chord Sheet with lyric (For therapist)
- Fill in the blank song sheet if suggested (For client)
- Suggested fill in the blank song sheet if suggested (For therapist)
- A recorded version of the song

LYRIC ANALYSIS

Things to consider when using this book:

Be flexible – When using these songs, feel free to adapt them to fit the needs of your clients.

Build rapport – Take time to build rapport with your clients through short music experiences before using lyric analysis. Your clients are more likely to share their feelings if they feel comfortable and safe with you.

Know your clients – When conducting music therapy in a group setting, ensure that you take the time to learn the brief history behind each client so as to help identify the main need of the group. It is also important to communicate with staff on the unit to identify the group dynamic prior to conducting your sessions.

Be present – Always be present for your clients by being attentive and responsive to what they have to offer in the session. Always be ready to change the course of your session in order to meet the need of the group.

Sok Hwee Tay, MT-BC

Section I:

CHANGE

Songs to Empower Change

LYRIC ANALYSIS

Hey You

Sometimes in life, we make a wrong choice and end up on the wrong path. The purpose of this song is to recognize the bad choices that we have made, accept it and formulate a solution to return to the right path.

Goal: To empower personal change

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. Play the song again and encourage participants to sing along.
4. Upon the completion of the song, invite the participants to discuss the song.
5. The participants are encouraged to share anything that comes to their mind.
6. The therapist can also help facilitate the discussion by using the discussion suggestions.
7. Participants are encouraged to offer each other support.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What are some wrong choices you have made in your lives?
2. How did those choices affect your life and those around you?
3. What was your life like before you made those choices?
4. What are some steps you can take to make a change and turn those bad choices around?
5. What were some goals that you had in your life before you made those wrong choices?
6. What are your goals now?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing.

1. Participants can create a song about what they hope to achieve in their lives and the steps that it entails to reach those goals. Therapist should encourage participants to contribute to this process as much as possible.
2. Participants can also create song that incorporates the wrong choices that they have made in their lives, how it affected them and how they intend to change that.

Variations:

The song can be rewritten using the fill-in-the-blanks song sheet to allow participants to express their personal experiences into the song. Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: Hey You
Artist: Sok Hwee Tay

Hey you
Remember those times
Before drugs and alcohol
Overtook your life
You used to
Enjoy the simple things in life
Like sitting on the porch
Making dreams about your life

Somehow along the way
You took a wrong turn on your way
So what is your plan now
To find you a better place

Hey you
Remember those times
Before depression came into your life
You used to enjoy the simple things in life
Like playing basketball
And making goals in your life

Somehow along the way
You took a wrong turn on your way
So what is your plan today
To find you a better place

It's not too late, too late
It's not too late to find your way
It's not too late, too late
It's not too late to find your way

Somehow along the way
You took a wrong turn on your way
So what is your plan today
To find you a better place
To find you a better place
To find you a better place

LYRIC ANALYSIS

Song: Hey You Artist: Sok Hwee Tay	
INTRO:	
C - F - C - F - C	
<p>F Hey you</p> <p>C F Remember those times</p> <p>C F Before drugs and alcohol</p> <p>C G Overtook your life</p> <p>C F C F You used to enjoy the simple things in life</p> <p>C F Like sitting on the porch</p> <p>G C Making dreams about your life</p> <p>C Em Am Somehow along the way</p> <p>F G You took a wrong turn on your way</p> <p>C Em Am So what is your plan today</p> <p>F G C To find you a better place</p> <p>F Hey you</p> <p>C F Remember those times</p> <p>C F C G Before depression came into your life</p> <p>C F C F You used to enjoy the simple things in life</p> <p>C F Like playing basketball</p> <p>G C And making goals in your life</p>	<p>C Em Am Somehow along the way</p> <p>F G You took a wrong turn on your way</p> <p>C Em Am So what is your plan today</p> <p>F G C To find you a better place</p> <p>Am Em It's not too late, too late</p> <p>F G It's not too late to find your way</p> <p>Am Em It's not too late, too late</p> <p>F G It's not too late to find your way</p> <p>C Em Am Somehow along the way</p> <p>F G You took a wrong turn on your way</p> <p>C Em Am So what is your plan today</p> <p>F G C To find you a better place</p> <p>F G C To find you a better place</p> <p>F G C To find you a better place</p>

LYRIC ANALYSIS

Hey You
(Suggested ways to fill in the blank)

Hey you
 Remember those times
 Before (What are some wrong choices you have made in your life?)

Overtook your life
 You used to
(What are some things that you used to enjoy?)
 Like (What are some things that you used to enjoy?)

Making dreams about your life

Somehow along the way
 You took a wrong turn on your way
 So what is your plan now
 To find you a better place

Hey you
 Remember those times
 Before (What are some things in your life that limits you?)

Came into your life
 You used to
(What was your life like before those limitations?)
 Like (What are some things that you used to do?)

And making goals in your life

Somehow along the way
 You took a wrong turn on your way
 So what is your plan today
 To find you a better place

It's not too late, too late
 It's not too late to find your way
 It's not too late, too late
 It's not too late to find your way

LYRIC ANALYSIS

Hey You
(Fill in the blank)

Hey you
Remember those times
Before _____
Overtook your life
You used to

Like _____
Making dreams about your life

Somehow along the way
You took a wrong turn on your way
So what is your plan now
To find you a better place

Hey you
Remember those times
Before _____
Came into your life
You used to

Like _____
And making goals in your life

Somehow along the way
You took a wrong turn on your way
So what is your plan today
To find you a better place

It's not too late, too late
It's not too late to find your way
It's not too late, too late
It's not too late to find your way

LYRIC ANALYSIS

Let Us Start Today

This song was written to encourage individuals to face their problems and to start today and make a change.

Goal: To empower personal change

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “Changes I Want to Make” handout, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are free to talk about anything that comes to their mind.
6. Give each participant the “Changes I Want to Make” handout.
7. Allocate enough time for the participants to complete the handout.
8. Provide each participant an opportunity to share their answers.

Discussion Suggestions (If not using the handout):

Therapist can encourage the following discussions:

1. What do you want to change in your life?
2. What do you want to change about yourself?
3. Make a list of all the things that you want to see changed or be different.
4. What can you do starting now to help you in the process of change?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing.

- Participants can create a song by using the discussion ideas from above and name it “Changes”

Song: Let Us Start Today
Artist: Sok Hwee Tay

The time is now
For us to change
So let us start today

And there's no need
To sit and wait
Let us start today

So make a list
Of the different things
You hope to see
Happening

The time is now
For us to change
So let us start today

And there's no need
To sit and wait
Let us start today

LYRIC ANALYSIS

Song: Let Us Start Today
Artist: Sok Hwee Tay

INTRO:

D – G – D – G (x 2)

D G
 The time is now

D A
 For us to change

D G D
 So let us start today

D G
 And there's no need

D A
 To sit and wait

D G D
 Let us start today

G
 So make a list
 D
 Of the different things

E7
 You hope to see

A7
 Happening

D G
 The time is now

D A
 For us to change

D G D
 So let us start today

D G
 And there's no need

D A
 To sit and wait

D G D
 Let us start today

Changes I Want To Make

One thing that I would like to change about my life

One thing that I would like to change about myself

What are some potential obstacles

Steps that I need to take to make the change happen

One by One

Life is constantly filled with obstacles in the way just waiting for us to tackle. If we attempt to deal with the obstacles all at once, we are going to feel overwhelmed and might even be tempted to give up. The only way to deal with our problems and obstacles is to take them one by one.

Goal: To empower personal change

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “Tackle List” handout

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants share their personal experiences by using the discussion suggestions.
7. Alternatively, you can have participants complete the “Tackle List” handout.
8. Ensure that each participant has an opportunity to share their answers.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What are some obstacles that are currently present in your life?
2. Can you list those obstacles according to priority?
3. How can you tackle the obstacle that is on the top of your list?

Variations:

The song can be rewritten using the included fill-in-the-blanks song sheet to allow participants to express their personal experiences into the song (See the next page for suggested fill-in-the blank sheet). Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: One By One
Artist: Sok Hwee Tay

Relationships gone awry
 Money problems coming your way
 It's so hard
 To be positive
 To be positive
 To be positive

Life is full of hassles and frustration
 You're feeling frazzled and overwhelmed
 It's so hard
 To be positive
 To be positive
 To be positive

So you just have to accept it
 Start finding a solution

Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger than before
 Um.....
 Um.....

Life is a journey
 Take it in stride
 There's gonna be obstacles
 In your life
 In your life
 In your life
 In your life

So you just have to accept it
 Start finding a solution

Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger than before

LYRIC ANALYSIS

Song: One By One Artist: Sok Hwee Tay	
<p>D Relationships gone awry Money problems coming your way G It's so hard D To be positive G To be positive D To be positive</p> <p>Life is full of hassles and frustration You're feeling frazzled and overwhelmed G It's so hard D To be positive G To be positive D To be positive</p> <p style="text-align: center;">A G</p> <p>So you just have to accept it A G Start finding a solution</p> <p style="text-align: center;">D A</p> <p>Take your problems one at a time Em Bm Tackle them one by one D A And over time you will see Bm G You'll be stronger D A G Than before Than before D A G Than before Than before D A G Than before Than before Um..... D A G Um.....</p>	<p>D Life is a journey Take it in stride There's gonna be obstacles G In your life D In your life G In your life D In your life</p> <p style="text-align: center;">A G</p> <p>So you just have to accept it A G Start finding a solution</p> <p style="text-align: center;">D A</p> <p>Take your problems one at a time Em Bm Tackle them one by one D A And over time you will see Bm G You'll be stronger D A Take your problems one at a time Em Bm Tackle them one by one D A And over time you will see Bm G You'll be stronger D A G Than before Than before D A G Than before Than before D A G Than before Than before D A G Than before Than before</p>

One By One
(Suggested ways to fill in the blank)

(What are some obstacles you currently face in your life?)

(What are some obstacles you currently face in your life?)

It's so hard

To (What do you find hard to do?)

To (What do you find hard to do?)

To (What do you find hard to do?)

Life is full of (What are some obstacles you currently face in your life?)

You're feeling (How does those obstacles make you feel?)

It's so hard

To (What do you find hard to do?)

To (What do you find hard to do?)

To (What do you find hard to do?)

So you just have to accept it
 Start finding a solution

Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger than before
 Um.....
 Um.....

Life is a journey
 Take it in stride
 There's gonna be obstacles
 In your life (x4)
 So you just have to accept it
 Start finding a solution
 Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger Take your problems one at a time
 Tackle them one by one
 Over time you will see
 You'll be stronger than before

One By One
(Fill in the blank)

It's so hard

To _____

To _____

To _____

Life is full of _____

You're feeling _____

It's so hard

To _____

To _____

To _____

So you just have to accept it
Start finding a solution

Take your problems one at a time
Tackle them one by one
Over time you will see
You'll be stronger than before
Um.....
Um.....

Life is a journey
Take it in stride
There's gonna be obstacles
In your life (x4)
So you just have to accept it
Start finding a solution
Take your problems one at a time
Tackle them one by one
Over time you will see
You'll be stronger Take your problems one at a time
Tackle them one by one
Over time you will see
You'll be stronger than before

Tackle List

What are some obstacles in your life that you wish to tackle?

List those obstacles in terms of priority

What is the first thing you can do to tackle the first obstacle on your list?

What are some resources that you need to help you achieve that?

LYRIC ANALYSIS

Affects Not Only You

Everything that we do in our life affects not only us. It affects everyone that we come into contact with but it especially has an effect on the people who are close and dear to us. This song was written as a reminder on how our actions impact others around us and to make a daily choice to impact others in a positive and not negative way.

Goal: To empower personal change

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “How I Affect Others” handout, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged be engaged in a discussion about the song.
5. The participants are encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.
8. Give each participant a copy of the “How I Affect Others” handout.
9. Allocate time for each participant to complete the handout.
10. Provide each participant an opportunity to share their answers.

Discussion Suggestions (If not using the handout):

1. Did you connect with the song in any way?
2. How do we affect others?
3. When do we affect others?
4. Can you think of a time when someone affected you in a positive way?
5. Can you think of a time when someone affected you in a negative way?
6. Why is it important for us to be conscious of how we affect those around us?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing.

- Participants can create a song about how their actions have affected others around them.

Song: Affects Not Only You
Artist: Sok Hwee Tay

Every action, every word
Everything you do
Affects not only you

The people that we love
The strangers that we meet
They're all impacted by us

So take today and everyday
To think about the choices that we make
The choices that we make

When you light up that cigarette
The smoke goes all around
Affects not only you

When you bottle your feelings inside
Pretend it's alright
Affects not only you

So take today and everyday
To think about the choices that we make
So don't look back
To things that's the past
But let's make today a better day
Starting now
Starting now
Starting now
Starting now
Starting now

LYRIC ANALYSIS

Song: Affects Not Only You
Artist: Sok Hwee Tay

C Fmaj7
Every action, every word
Cmaj7
Everything you do
Fmaj7 -----
Affects not only you

C Fmaj7
The people that we love
Cmaj7
The strangers that we meet
Fmaj7 -----
They're all impacted by us

Am G F G
So take today and everyday
Am G F
To think about the choices that we make
The choices that we
Cmaj7----- Fmaj7-----
make
The choices that we
Cmaj7----- Fmaj7-----
Make

C Fmaj7
When you light up that cigarette
Cmaj7
The smoke goes all around
Fmaj7 -----
Affects not only you

C Fmaj7
When you bottle your feelings inside
Cmaj7
Pretend it's alright
Fmaj7 -----
Affects not only you

Am G F G
So take today and everyday
Am G F
To think about the choices that we make
Am G
So don't look back
F G
To things that have passed
Am G F
But let's make today a better day
Cmaj7----- Fmaj7-----
Starting now
Cmaj7----- Fmaj7-----
Starting now
Cmaj7----- Fmaj7-----
Starting now
Cmaj7----- Fmaj7-----
Starting now
Cmaj7
Starting now

How I Affect Others

Name a time when your actions affected someone in a negative way

Name a time when your actions affected someone in a positive way

Name a way you can affect someone in a positive way today

Section II:

Hope

Songs to Instill a Sense of
Hope

Masterpiece

There are things in life that are beyond our control and others that are within our control. This song is written with the hope of empowering each individuals to take charge of things that are within their control.

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, blank sheet of paper, paint, markers, coloring pencils and song books

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
4. The participants are encouraged to share their views about the song.

Creative Expression Activity:

1. Provide participants with a blank sheet of paper and explain that it represents a blank slate.
2. Next provide participants with paint, markers, coloring pencils and song books.
3. Instruct participants to create their “Masterpiece”
4. Instruct participants to use colors that reflect what they would like to see in their lives.
5. Instruct participants to do the same for songs.
6. Participants are encouraged to be as creative as they would like to be.
7. Allow time near the end of group for each participant to share their “Masterpiece”
8. Allow participants to freely express their work.
9. Use prompts below only if needed.

Creative Expression Activity Discussion Prompts:

1. Why did you choose those colors?
2. How does it reflect what you would like to see in your life?
3. Why did you choose those songs?
4. How does it reflect what you would like to see in your life?
5. Does your “Masterpiece” reflect where you are now?
6. What steps can you take to achieve your “Masterpiece”?

Song: Masterpiece
Artist: Sok Hwee Tay

If your life can be a blank slate
You can design it any way
You want to
You want to

You can fill your life with colors
Paint it any way
You choose to
You choose to

It's your life
It's your life
So make it good
So make it good

If your life can be a song and
It will play you any tune
You want to
You want to

You can fill your life with music
Any notes and any theme
You choose to
You choose

It's your life
It's your life
So make it good
So make it good

Let this be your masterpiece
One and only masterpiece
All created specially

It's your life
It's your life
It's your life
It's your life
So make it good
So make it good

LYRIC ANALYSIS

Song: Masterpiece Artist: Sok Hwee Tay	
<p>INTRO: G – Em – F (X 2) C</p> <p>If your life can be a blank slate Em You can design it any way Am You want to F You want to</p> <p>C You can fill your life with colors Em Paint it any way Am You choose to F You choose to</p> <p>G Em F It's your life G Em F It's your life C Em So make it good Am F G So make it good</p> <p>C If your life can be a song and Em It will play you any tune Am You want to F You want to</p>	<p>C You can fill your life with music Em Any notes and any theme Am You choose to F You choose to</p> <p>G Em F It's your life G Em F It's your life C Em So make it good Am F G So make it good</p> <p>F Em F Let this be your masterpiece Em F One and only masterpiece Em F All created specially</p> <p>G Em F It's your life G Em F It's your life G Em F It's your life G Em F It's your life C Em So make it good Am F C So make it good</p>

LYRIC ANALYSIS

Just Believe

Individuals going through a stressful period often have a sense of feeling trapped. This song is written to acknowledge that feeling and an opportunity for them to share their experiences.

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the cage template, writing and drawing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants share their personal experiences by using the discussion suggestions.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What is your “cage”? Or what is stopping you from achieving the best of who you want to be?
2. Why are you trapped in your “cage”?
3. What can you do to free yourself from the “cage”?
4. What are some resources that you need to free yourself from the “cage”?

Creative Expression Activity:

1. Provide each participant with a copy of the cage template (or any cage that you would like to use)
2. Have each participant draw or write out the things that made them feel trapped in the cage? Have the participants do these inside the cage.
3. Then have the participants draw or write out the things that they need to do in order to free themselves from the cage. Have the participants do these outside of the cage.

Song: Just Believe
Artist: Sok Hwee Tay

Birds are flying in the sky
As carefree as can be
Oh how you long to be
A part of that feeling

Fish are swimming in the sea
To wherever they want to be
Oh how you long to be
A part of that feeling

For a long long time
You've been trapped in your cage
All consumed by your pain
But if you believe
Then there'll be happier days

Birds are flying in the sky
As carefree as can be
And you believe one day you'll be free to fly

Fish are swimming in the sky
To wherever they want to be
You just have to believe that you can be anything you hope to achieve

LYRIC ANALYSIS

Song: Just Believe Artist: Sok Hwee Tay	
INTRO:	
C – Am – F – G	
C G Am Birds are flying in the sky Em F As carefree as can be C Oh how you long to be F G7 A part of that feeling	C G Am Birds are flying in the sky Em F As carefree as can be C And if you believe F G7 One day you'll be free to fly
C G Am Fish are swimming in the sea Em F To wherever they want to be C Oh how you long to be F G7 A part of that feeling	C G Am Fish are swimming in the sea Em F To wherever they want to be C You just have to believe you can be F G7 F C anything you hope to achieve
F For a long long time G7 You've been trapped in your cage Am Em All consumed by your pain F But if you believe Em F G7 Then there'll be happier days	

Life Is Like The Sky

We all have good days and bad days in our lives. However, for some people, the bad days seems never ending and it often feels like the days will never ever get better. The accumulation of bad days can eventually lead to feelings of depression or suicidal ideations. This song was written to remind individuals who are having a rough time that life is like the sky, it is ever changing. Things will eventually look up but they do have to be patient

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are free to talk about anything that comes to their mind.
6. The therapist will encourage participants to share their personal experiences.

Discussion Ideas:

Therapist can encourage the following discussions:

1. Can you recall a time when things were not going right for you and it eventually became better?
2. Do you think your life will change for the better? If not, why? If yes, How?
3. What is the “sun” in your life?
4. What are the “clouds” in your life?
5. What can you do to conquer the “clouds” in your life?
6. Is there another metaphor that you can use to describe life?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Participants can write a song about the “clouds” in their lives and how they can bring out the “sun”.
- Participants can write a song about what their view is about life.

Song: Life Is Like The Sky
Artist: Sok Hwee Tay

CHORUS:

**Life is like the sky
Life is like the sky
Life is like the sky
Life is like the sky
Life is like the sky
Life is like the sky**

There are days when it is clear and blue
And others when it's cloudy and gray
Just like life it never stays the same
It always change, It always change

CHORUS:

Life can be so great and wonderful
And also bring you disappointment and pain
Just like the sky it never stays the same
It will pass It will pass
It always change, It always change

CHORUS:

Just remember this
When times get tough
Keep your head held high
Life is filled with hope
And the sun will shine
the sun will shine
the sun will shine
the sun will shine
Just like the sky

LYRIC ANALYSIS

Song: Life Is Like The Sky Artist: Sok Hwee Tay	
<p>INTRO: G - Cadd9 – G – Cadd9 (x2)</p> <p>CHORUS: G Life is like the sky Cadd9 Life is like the sky G Cadd9 Life is like the sky G Life is like the sky Cadd9 Life is like the sky G Cadd9 Life is like the sky</p> <p><u>Verse 1</u> G Cadd9 There are days when it is clear and blue G Cadd9 And others when it's cloudy and gray G Cadd9 Just like life it never stays the same G Cadd9 It always change, It always change</p> <p>CHORUS:</p> <p><u>Verse 2</u> G Cadd9 Life can be so great and wonderful G Cadd9 And also bring you disappointment and pain G Cadd9 Just like the sky it never stays the same G Cadd9 It always change, It always change 'cause</p>	<p>CHORUS:</p> <p>Am D Just remember this G When times get tough Cadd9 Keep your head held high Am D Life is filled with hope G Cadd9 And the sun will shine G Cadd9 the sun will shine G Cadd9 the sun will shine G Cadd9 the sun will shine G Just like the sky</p>

You Will See

When life throws challenges along the way, most of us are able to duck and move out of the way. For some people however, life never stops throwing them challenges. This constant challenge weighs them down and affects how they feel about themselves deep inside. It takes conscious effort for them to remember that they have a purpose in this life. This song was written to help remind them that there is a reason why they are here in this world.

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “My Purpose” handout, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants will be encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants to share their personal experiences.
7. Distribute the “My Purpose” handout to each of the participant.
8. Allow enough time for each participant to complete the handout.
9. Provide an opportunity for each participant to share their answers.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What do you think is your purpose in this life?
2. Why do you think you are here in this world?
3. When life throws you “rock” and you find it hard to bear, what are some things in your life that keeps you going?
4. What are some things in your life that gives you a purpose? (for example: career, kids or family members)

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing.

- Participants can use the above discussion ideas and write a song titled “My Purpose”

Song: You Will See
Artist: Sok Hwee Tay

When life gets tough
And nothing seems to be right
Will you give up

When your heart is heavy
And nothing seems to soothe
Will you give up

Or will you strive on
Or will you strive on

You just wait wait patiently
Don't you give up and you will see
There's a reason why you're here in this world
You will see
You will see

When everyone around you
Slowly drift away
Will you give up
And when you try and try
And it seems to go nowhere
Will you give up
Or will you strive on
Or will you strive on

You just wait wait patiently
Don't you give up and you will see
There's a reason why you're here in this world
You will see, You will see
You'll see, You'll see
You'll see
You'll see, You'll see
You'll see, You'll see
You will see

LYRIC ANALYSIS

Song: You Will See Artist: Sok Hwee Tay	
INTRO: C – Am – F – G (x 2)	
C Am When life gets tough	C Am When everyone around you
F And nothing seems to be right	F Slowly drift away
C Will you give up	C Will you give up
Am When your heart is heavy	Am And when you try and try
F And nothing seems to soothe	F And it seems to go nowhere
C Will you give up	C Will you give up
Dm G Or will you strive on	Dm G Or will you strive on
Dm G7 Or will you strive on	Dm G7 Or will you strive on
C Em Am You just wait wait patiently	C Em Am You just wait wait patiently
F G Don't you give up and you will see	F G Don't you give up and you will see
Am7 F C There's a reason why you're here in this world	Am7 F C There's a reason why you're here in this world
G C You will see, You will see	G C You will see, You will see
Am F You'll see, You'll see	Am F You'll see, You'll see
C You will see	G You'll see
C – Am – F – G (x 2)	Am7 F You'll see, You'll see
	Am7 G You'll see , You'll see
	C You will see

My Purpose

What is your purpose in life?
What are some things in your life that gives you a sense of purpose?
Who are the people in your life that gives you a sense of purpose?
Name one way you can contribute to others today

LYRIC ANALYSIS

Hopes and Dreams

Everyone has hopes and dreams in their lives. However, as life gets busy and overwhelming, we sometimes lose focus of what we want. This song is written to help individuals reconnect with their hopes and dreams, and to help them realize that they have it within them to achieve those dreams

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “Hopes and Dreams” handout, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants share their personal experiences.
7. Distribute the “Hopes and Dreams” handout to each of the participants.
8. Allow enough time for the participants to complete the handout.
9. Provide each participant an opportunity to share their answers.

Discussion Suggestions (If not using handout):

Therapist can encourage the following discussions:

1. What are your hopes and dreams?
2. What is stopping you from achieving your dreams?
3. What do you need to do to achieve those dreams?
4. What is the first thing you can do to work towards your hopes and your dreams?

Song: Hopes and Dreams
Artist: Sok Hwee Tay

Hopes and dreams
What are your hopes and dreams
What will it take for you to believe
It's all within you
It's all within you
You just have to believe

You have everything
That you ever need
What will it take for you to believe
It's all within you
It's all within you
You just have to believe
You just have to believe
You just have to believe

LYRIC ANALYSIS

Song: Hopes and Dreams
Artist: Sok Hwee Tay

INTRO:

Dm – G7 – C – Am – F – G – C (x2)

Dm G7
Hopes and dreams

 C Am
What are your hopes and dreams

F G C
What will it take for you to believe

 Dm G7
It's all within you

 C Am
It's all within you

F G C
You just have to believe

 Dm G7
You have everything

 C Am
That you ever need

F G C
What will it take for you to believe

 Dm G7
It's all within you

 C Am
It's all within you

F G C
You just have to believe

F G C
You just have to believe

F G C
You just have to believe

Hopes and Dreams

<p>Hopes and Dreams (List at least one of your hopes or dreams)</p>	<p>Limits (What are some things that are limiting you from achieving those hopes and dreams?)</p>
<p>Must dos (What must you do to work through those limits?)</p>	<p>First (What is the one thing that you can do first to work towards your hopes and dreams?)</p>

LYRIC ANALYSIS

A New Day, A New Beginning

Sometimes individuals find themselves dwelling in their past experiences and mistakes. Such dwellings can result in feelings of anger and guilt. The purpose of the song is to help them to recognize and acknowledge those feelings and to encourage them to start a new chapter in their lives by learning to let the past go.

Goal: To instill a sense of hope

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are free to talk about anything that comes to their mind.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.
8. Allow participants to lead the discussion but therapist may use discussion suggestions if needed.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What will your new day look like?
2. What can you learn from your past experiences?
3. Do you think it is important to have forgiveness in your heart?
4. Do you hold on to the past?
5. If yes, how does that limit you?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. The following ideas can be used:

1. Participants can write a song about what they would like their new day or new beginning to look like.

Song: A New Day, a New Beginning
Artist: Sok Hwee Tay

Let this be a new day, a new beginning
With new experiences and encounters
Let this be a new day, a new beginning
Let love and forgiveness fill my heart
Learn to let the past be the past

A new day for me
A new beginning
Look at the world
With a new perspective

Let this be a new day, a new beginning
Embrace all the changes that come my way
Let this be a new day, a new beginning
Let joy and happiness fill my heart
Learn from the things that tries to bring me down

A new day for me
A new beginning
Look at the world
With a new perspective
A new day for me
A new beginning
Look at the world
With a new perspective

LYRIC ANALYSIS

Song: A New Day, a New Beginning Artist: Sok Hwee Tay	
<p>INTRO: Cmaj7 – Fmaj7 - Cmaj7 – Fmaj7</p> <p>C Cmaj7 C7 F Let this be a new day, a new beginning Dm7 G7 Dm7 G7 With new experiences and encounters C Cmaj7 C7 F Let this be a new day, a new beginning Dm7 G7 Cmaj7 Let love and forgiveness fill my heart Dm7 G7 C Learn to let the past be the past</p> <p>(Fingerpick) Fmaj7 Cmaj7 A new day for me Fmaj7 Cmaj7 A new beginning Fmaj7 Cmaj7 Look at the world Fmaj7 Cmaj7 (strum) With a new perspective</p> <p>Cmaj7 – Fmaj7 - Cmaj7 – Fmaj7</p> <p>C Cmaj7 C7 F Let this be a new day, a new beginning Dm7 G7 Cmaj7 Embrace all the changes that comes my way C Cmaj7 C7 F Let this be a new day, a new beginning Dm7 G7 Cmaj7 Let joy and happiness fill my heart Dm7 G7 Learn from the things that tries to bring me C Down</p>	<p>(Fingerpick) Fmaj7 Cmaj7 A new day for me Fmaj7 Cmaj7 A new beginning Fmaj7 Cmaj7 Look at the world Fmaj7 Cmaj7 (resume strum) With a new perspective Fmaj7 Cmaj7 A new day for me Fmaj7 Cmaj7 A new beginning Fmaj7 Cmaj7 Look at the world (back to fingerpick) Fmaj7 Cmaj7 With a new perspective</p>

LYRIC ANALYSIS

Jigsaw Puzzle

When we first start working on a jigsaw puzzle, it may seem overwhelming and impossible. However, if we are patient and work on it one piece at a time, the pieces will eventually come together. The process can be frustrating but the end result can be very fulfilling. This song was written to encourage individuals not to give up and to keep fighting for what they want in life.

Goal: To instill a sense of hope

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged be engaged in a discussion about the song.
5. The participants are encouraged to talk about anything that comes to their mind.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. Can you relate to the song in any way?
2. What do you do when a “task” feels daunting?
3. Do you find yourself retreating away?
4. Do you just give up on the “task”?
5. Is it difficult to “start”?
6. What can you do to encourage yourself to “start”?
7. Are there people in your life that can help you to “start”?
8. What are strengths you have that can help you in completing the “jigsaw” puzzle?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. The following ideas can be used:

- Participants can brainstorm another metaphor and rewrite the song using the new metaphor.

Song: Jigsaw Puzzle
Artist: Sok Hwee Tay

Life's like a jigsaw puzzle
All the pieces scattered all over
Pick it up and put it together
And make a picture
And make a picture

It feels daunting at first
So many shapes and colors
Where to start first
It takes time, it takes patience
It takes determination and will

Life's like a jigsaw puzzle
All the pieces scattered all over
Pick it up and put it together
And make a picture
And make a picture

Start with one piece at first
Then add another and another
Soon the pieces they fall together
It won't be long till it's completed

Life's like a jigsaw puzzle
All the pieces scattered all over
Pick it up and put it together
And make a picture
And make a picture

It doesn't matter how long it takes
Days, months or years
It's a journey that we all take
To help us grow and grow

Life's like a jigsaw puzzle
All the pieces scattered all over
Pick it up and put it together
And make a picture
And make a picture

LYRIC ANALYSIS

Song: Jigsaw Puzzle Artist: Sok Hwee Tay	
<p>INTRO: D ---- G -A (x 2)</p> <p>CHORUS: D G A Life's like a jigsaw puzzle D G A All the pieces scattered all over D G A Pick it up and put it together D G A And make a picture D G A And make a picture</p> <p>D-----G-A (x2)</p> <p style="padding-left: 40px;">D GA D GA</p> <p>It feels daunting at first</p> <p style="padding-left: 40px;">D G A</p> <p>So many shapes and colors</p> <p style="padding-left: 40px;">D GA</p> <p>Where to start first</p> <p style="padding-left: 40px;">D GA</p> <p>It takes time</p> <p style="padding-left: 40px;">D G A</p> <p>It takes patience</p> <p style="padding-left: 40px;">D G A D GA</p> <p>It takes determination and will</p> <p>CHORUS:</p> <p>D-----G-A (x2)</p> <p style="padding-left: 40px;">D GA D GA</p> <p>Start with one piece at first</p> <p style="padding-left: 40px;">D GA D GA</p> <p>Then add another and another</p> <p style="padding-left: 40px;">D GA D GA</p> <p>Soon the pieces they fall together</p> <p style="padding-left: 40px;">D GA D GA</p> <p>It won't be long till it's completed</p>	<p>CHORUS:</p> <p>Bridge: Bm F#m It doesn't matter how long it takes G D A Days, months or years Bm F#m It's a journey that we all take G A7 To help us grow</p> <p>D G A Life's like a jigsaw puzzle D G A All the pieces scattered all over D G A Pick it up and put it together D G A And make a picture D G A And make a picture D G A D And make a picture</p>

LYRIC ANALYSIS

The Time Is Now

Individuals who have been abused emotionally, physically or sexually often find it difficult to move on from their traumatic experiences. This song was written to offer these individuals acknowledgement of what they have been through and to offer them a sense of hope and strength about their future.

Goal: To instill a sense of hope

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to express any thoughts they have about the song.
6. The therapist will encourage participants to share their personal experiences by using the discussion suggestions.
7. The therapist will encourage the participants think about how they can move on from those experiences.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What past experiences do you have that have resulted in you being “stuck”, or from reaching your full potential?
2. What do you think your full potential in life can be?
3. What do you need to do or change in your life in order for you to reach that potential?
4. What do you want for your future?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. The following ideas can be used:

- Participants can write a song about their past experiences and how they intend to move on from those experiences.

Variations:

The song can be modified to include fill-in-the-blanks to allow participants to express their personal experiences into the song (See the next page for suggested fill-in-the blank sheet). Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: The Time Is Now
Artist: Sok Hwee Tay

Life has not been kind
You've been hurt so many times
And you struggle every day
To find some peace
You are angry and mad
Unhappy with your life
Enough is enough
Enough is enough

People wronged you
Failed to protect you
And you never understood
How they can do that to you
And you hold it all inside
For all these years
Enough is enough
Enough is enough

The time is now
The time is now
Let the past go, start life anew
The universe is in your hands
Don't waste the rest of your life
The time is now
The time is now
For you to move on

You have the choice
To write your own story
Will it stay the same or will you make a change
It will not be easy
So don't you give up this fight
Cause you deserve
To be happy in your life

LYRIC ANALYSIS

Song: The Time Is Now Artist: Sok Hwee Tay	
<p>INTRO: G – Cadd9 – G – Cadd9 (Fingerpick)</p> <p style="text-align: center;">G</p> <p>Life has not been kind</p> <p style="text-align: center;">Cadd9 G</p> <p>You've been hurt so many times</p> <p style="text-align: center;">Em D</p> <p>And you struggle every day</p> <p style="text-align: center;">Cadd9 D</p> <p>To find some peace</p> <p style="text-align: center;">Em D</p> <p>You are angry and mad</p> <p style="text-align: center;">Cadd9 G</p> <p>Unhappy with your life</p> <p style="text-align: center;">Em D</p> <p>Enough is enough</p> <p style="text-align: center;">Cadd9 G</p> <p>Enough is enough</p> <p style="text-align: center;">Cadd9 – G – Cadd9</p> <p style="text-align: center;">G</p> <p>People wronged you</p> <p style="text-align: center;">Cadd9 G</p> <p>Failed to protect you</p> <p style="text-align: center;">Em D</p> <p>And you never understood</p> <p style="text-align: center;">Cadd9 D</p> <p>How they can do that to you</p> <p style="text-align: center;">Em D</p> <p>And you hold it all inside</p> <p style="text-align: center;">Cadd9 G</p> <p>For all these years</p> <p style="text-align: center;">Em D</p> <p>Enough is enough</p> <p style="text-align: center;">Cadd9 G</p> <p>Enough is enough</p>	<p>CHORUS: The time is now</p> <p style="text-align: center;">D</p> <p>The time is now</p> <p style="text-align: center;">Cadd9</p> <p>Let the past go</p> <p style="text-align: center;">D</p> <p>Start life anew</p> <p style="text-align: center;">Cadd9 D</p> <p>The universe is in your hand</p> <p style="text-align: center;">Em Cmaj7</p> <p>Don't waste the rest of your life</p> <p style="text-align: center;">G</p> <p>Time is now</p> <p style="text-align: center;">D</p> <p>The time is now</p> <p style="text-align: center;">Cadd9 G</p> <p>For you to move on</p> <p style="text-align: center;">G</p> <p>You have the choice</p> <p style="text-align: center;">Cadd9 G</p> <p>To write your own story</p> <p style="text-align: center;">Em D</p> <p>Will it stay the same</p> <p style="text-align: center;">Cadd9 G</p> <p>Or will you make a change</p> <p style="text-align: center;">Em D</p> <p>It won't be easy</p> <p style="text-align: center;">Cadd9 G</p> <p>So don't you give up this fight</p> <p style="text-align: center;">Em D</p> <p>Cause you deserve</p> <p style="text-align: center;">Cadd9 G</p> <p>To be happy in your life</p> <p>CHORUS:</p>

LYRIC ANALYSIS

The Time Is Now
(Suggested ways to fill in the blank)

Life has (What are some difficulties you have faced in your life?)

You've been (How have those difficulties affected you?)

And you (What are some challenges you face?)

To find (What do you hope to find or achieve?)

You are (How do you feel?)

(What do you feel about your life?) with your life

Enough is enough

Enough is enough

People (How have people in your life affected you?)

Failed to (What have they failed to do?)

And you never understood

How (How does their actions affect you?)

And you (How did you deal with those actions emotionally?)

For all these years

Enough is enough

Enough is enough

The time is now

The time is now

Let (What do you need to let go?), start (What would you like to start?)

The universe is in your hands

Don't waste the rest of your life

The time is now

The time is now

For you to (What do you hope to achieve?)

You have the choice

To write your own story

Will it stay the same or will you make a change

It will not be easy

So don't you give up this fight

Cause you deserve

To be (What would you like to be?)

LYRIC ANALYSIS

The Time Is Now
(Fill in the blank)

Life has _____

You've been _____

And you _____

To find _____

You are _____

_____ with your life

Enough is enough

Enough is enough

People _____

Failed to _____

And you never understood

How _____

And you _____

For all these years

Enough is enough

Enough is enough

The time is now

The time is now

Let _____, start _____

The universe is in your hands

Don't waste the rest of your life

The time is now

The time is now

For you to _____

You have the choice

To write your own story

Will it stay the same or will you make a change

It will not be easy

So don't you give up this fight

Cause you deserve

To be _____

Section III:

Self-Worth

**Songs to Encourage Feelings
of Self-Worth**

I Am Me

There is often this need to portray oneself in a manner that is considered acceptable to others. When we are unable to meet this so called expectation, we sometimes feel that we are not worthy or good enough. The fact is, no one is perfect and everyone is ideal in their own unique way. The song is written to encourage individuals to focus on their unique qualities and to appreciate those qualities that they possess.

Goal: To increase feelings of self-worth

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to share any thoughts they have about the song.
6. The therapist will then encourage the participants share their personal experiences and thoughts by using the discussion suggestions.
7. The therapist will encourage participants to focus on positive self attributes.
8. Alternative therapist can have participants complete the “Positive Me” handout.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. What do you think the song is about?
2. What is your definition of self-esteem or self-worth?
3. Do you have a difficult time identifying your positive attributes?
4. What are your positive attributes?

Fill in the blank activity suggestion:

1. Hand each participant a copy of the “Fill in the blank” song sheet.
2. For each blank, have the participants write something positive about themselves (a physical attribute, a talent, a character, a strength etc...)
3. Encourage each participant to come up with at least one positive thing about themselves that they identify with.
4. Once completed, assign one line of “I Am _____” to each participant.
5. Sing the song again with the therapist singing the verses and the participants the chorus.
6. When singing the chorus part, each individual will sing their individual line of “I Am _____” that has been assigned to them.

Song: I Am Me
Artist: Sok Hwee Tay

CHORUS:
I am kind
I am beautiful
I am intelligent
I am free
I am kind
I am beautiful
I am intelligent
I am free

And this is what I think about myself
It matters not what others think of me
I am my own person
There's no need to be like others
I am me
I am me

CHORUS:

I live my life to what I believe is right
Not everyone will agree with me
But I will always accept myself
No matter what others think
I am me
I am me

CHORUS:

I am the unique me
No one is quite like me
That's why I'm special
That's why I'm me
I am the unique me
No one is quite like me
That's why I'm special
That's why I'm me

CHORUS:

LYRIC ANALYSIS

Song: I Am Me
Artist: Sok Hwee Tay

INTRO: (Capo 5)

Cadd9 – G - Cadd9 – G (x2)

CHORUS:

Cadd9

I am kind

G

I am beautiful

Cadd9

I am intelligent

G

I am free

Cadd9

I am kind

G

I am beautiful

Cadd9

I am intelligent

G

I am free

Cadd9

G

And this is what I think about myself

Cadd9

G

It matters not what others think of me

Cadd9

I am my own person

G

Am

There's no need to be like others

Cadd9

I am me

G

I am me

CHORUS:

Cadd9

G

I live my life to what I believe is right

Cadd9

G

Not everyone will agree with me

Cadd9

But I will always accept myself

G

Am

No matter what others think

Cadd9

I am me

G

I am me

CHORUS:

Cadd9

I am the unique me

G

No one is quite like me

Cadd9

That's why I'm special

G

That's why I'm me

Cadd9

I am the unique me

G

No one is quite like me

Cadd9

That's why I'm special

G

That's why I'm me

CHORUS:

Song: I Am Me
(Suggested ways to fill in the blanks)

CHORUS:

I am **(Name one positive physical attribute)**

I am **(Name one positive character attribute)**

I am **(Name something that you are good at)**

I am **(Name something positive that you do)**

(Repeat)

And this is what I think about myself
It matters not what others think of me
I am my own person
There's no need to be like others
I am me
I am me

CHORUS:

I live my life to what I believe is right
Not everyone will agree with me
But I will always accept myself
No matter what others think
I am me
I am me

CHORUS:

I am the unique me
No one is quite like me
That's why I'm special
That's why I'm me
I am the unique me
No one is quite like me
That's why I'm special
That's why I'm me

CHORUS:

Song: I Am Me
(Fill in the blanks)

CHORUS:

I am _____

I am _____

I am _____

I am _____

(Repeat)

And this is what I think about myself
 It matters not what others think of me

I am my own person
 There's no need to be like others
 I am me
 I am me

CHORUS:

I live my life to what I believe is right
 Not everyone will agree with me
 But I will always accept myself
 No matter what others think

I am me
 I am me

CHORUS:

I am the unique me
 No one is quite like me
 That's why I'm special
 That's why I'm me
 I am the unique me
 No one is quite like me
 That's why I'm special
 That's why I'm me

CHORUS:

Positive Me

Participants are encouraged to name at least one thing in each category but can name as many attributes as they can think of.

Name a positive physical attribute	Name a positive character attribute
Name a talent you have	Name something positive that you do

LYRIC ANALYSIS

Beautiful In This World

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Individuals with low esteem often allow their past experiences and negative statements from others to affect them. This song was written to allow individuals to identify their own definition of beautiful and what they find beautiful about themselves.

Goal: To increase feelings of self-worth

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. The participants are encouraged to express any thoughts they have about the song.
6. The therapist will then encourage the participants share their personal experiences.

Discussion Ideas:

Therapist can encourage the following discussions:

1. On a scale of 1 - 10, with 1 being low and 10 being high, how would you rate your self-esteem?
2. If low esteem was rated low, encourage participants to talk about why they feel that way and how did their past experiences affect how they felt about themselves?
3. What alternative self-talk can you use to alter those past experiences?
4. What is your definition of beautiful?
5. What do you find beautiful about yourself?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Participants can write a song about what they think beautiful encompasses.
- Participants can write a song about what they find beautiful about themselves.

Variations:

The song can be modified to include fill-in-the-blanks to allow participants to express their personal experiences into the song (See the next page for suggested fill-in-the blank sheet). Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: Beautiful In This World
Artist: Sok Hwee Tay

Everybody has their definition
Of what they think is beautiful
Um um
Beauty is more than what you see on the outside
Look deep into your soul
Um Um

CHORUS:

**I'm beautiful, I'm beautiful
Somewhere Somehow
I'm beautiful, I'm beautiful
Somewhere Somehow
Cause' I'm beautiful
Somewhere in this world
Cause' I'm beautiful
Somewhere in this world**

You try to put me down with words
You try to make me think less about myself
Um Um
You tell me that I'm not good enough
But honestly I just don't care
Um Um

CHORUS

I am stronger than you think
I won't let you break me

CHORUS

LYRIC ANALYSIS

Song: Beautiful In This World Artist: Sok Hwee Tay	
<p>INTRO: C – G - Am – F (x 2)</p> <p>C Everybody has their definition G Am Of what they think is beautiful F Um um C Beauty is more than what you see on the G Outside Am Look deep into your soul F Um Um</p> <p>CHORUS: C G I'm beautiful, I'm beautiful Am F Somewhere Somehow C G I'm beautiful, I'm beautiful Am F Somewhere Somehow C G Cause' I'm beautiful Am F Somewhere in this world C G Cause' I'm beautiful Am F Somewhere in this world</p>	<p>C You try to put me down with words G Am You try to make me think less about myself F Um Um C You tell that I'm not good enough G Am But honestly I just don't care F Um Um</p> <p>CHORUS: Dm G I am stronger than you think Dm G I won't let you break me</p> <p>CHORUS</p>

LYRIC ANALYSIS

Song: Beautiful In This World
(Suggested ways to fill in the blank)

Everybody has their definition
 Of what they think is beautiful
 Um um
 Beauty is (What is beauty to you?)
 Look deep into your soul
 Um Um

CHORUS:

I'm beautiful, I'm beautiful
Somewhere Somehow
I'm beautiful, I'm beautiful
Somewhere Somehow
Cause' I'm beautiful
Somewhere in this world
Cause' I'm beautiful
Somewhere in this world

You try to (What are some negative messages that have affected how you feel about yourself?)
 You try to (What are some negative messages that have affected how you feel about yourself?)

Um Um
 You tell me that (What negative experiences did you have?)
 But honestly I just don't care
 Um Um

CHORUS

I am stronger than you think
 I won't let you (What will you not allow others to do to you?)

CHORUS

**Song: Beautiful In This World
(Fill in the blank)**

Everybody has their definition
Of what they think is beautiful
Um um

Beauty is _____
Look deep into your soul
Um Um

CHORUS:

**I'm beautiful, I'm beautiful
Somewhere Somehow
I'm beautiful, I'm beautiful
Somewhere Somehow
Cause' I'm beautiful
Somewhere in this world
Cause' I'm beautiful
Somewhere in this world**

You try to _____

You try to _____
Um Um

You tell that _____
But honestly I just don't care
Um Um

CHORUS

I am stronger than you think

I won't let you _____

CHORUS

LYRIC ANALYSIS

Deep Within

What is being perceived as beautiful is different in different parts of the world. I have incorporated that into the lyrics in the hopes that people would understand that there is no set rules about what beauty is. Beauty really comes from within yourself and how you see yourself.

Goal: To increase feelings of self-worth

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged be engaged in a discussion about the song.
5. The participants are encouraged to freely express any thoughts they have about the song.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.
8. Further encourage participants to share by using the discussion suggestions.

Discussion Suggestions:

1. What does beauty mean to you?
2. What are some examples of “internal” beauty?
3. What are some examples of “external” beauty?
4. Have you ever felt pressured to be a certain way?
5. If yes, why?
6. Do you view yourself as beautiful internally?
7. Do you view yourself as beautiful externally?
8. What are some things we can do to view ourselves as beautiful both internally and externally?

Variation:

Therapist can guide participants into creating their own song by using original song writing. Participants can create a song about what beauty means to them, or a topic that inspires them after listening to the song. Therapist should encourage participants to contribute to this process as much as possible.

Song: Deep Within
Artist: Sok Hwee Tay

Fair and smooth skin with no blemishes
 Perfectly straight hair with no kinks and curls
 That's beauty, That's beauty,
 That's beauty in the land of the rising sun

It's frustrating and disappointing
 When people expect you to be a certain way
 But beauty comes from deep within
 You have the power to make it your way

{CHORUS}

The real truth about beauty
It's a culture that perpetuate an idea
To people about what it means
To be beautiful externally

In Mauritania bigger is better
 Thick ankles and stretch marks add big butts to those curves
 That's beauty, That's beauty,
 That's beauty in that African part of the world

Beauty is always within your reach
 Pull it from inside and you will see
 Beauty comes from deep within
 You have the power to make it your way

{CHORUS}

Bridge:

So tell -----yourself that you're beautiful
 Don't you ever let anyone
 Take your sense of worth away

The real truth about beauty
 It's a culture that perpetuate an idea
 To people about what it means
 To be beautiful externally
 To be beautiful externally
 To be beautiful externally

LYRIC ANALYSIS

Song: Deep Within Artist: Sok Hwee Tay	
<p>INTRO:</p> <p>D G Fair and smooth skin with no blemishes A D Perfectly straight hair with no kinks and curls G That's beauty, That's beauty, A D That's beauty in the land of the rising sun</p> <p>D G It's frustrating and disappointing A D When people expect you to be a certain way G But beauty comes from deep within A D You have the power to make it your way</p> <p>{CHORUS}</p> <p>D E The real truth about beauty A D It's a culture that perpetuate an idea G To people about what it means A D To be beautiful externally</p> <p>D G In Mauritania bigger is better A D Thick ankles and stretch marks add big butts to those curves G That's beauty, That's beauty, A D That's beauty in that African part of the world</p>	<p>D G Beauty is always within your reach A D Pull it from inside and you will see G Beauty comes from deep within A D You have the power to make it your way</p> <p>{CHORUS}</p> <p>Bridge: G A D F#m Bm So tell -----yourself that you're beautiful Em F#m Don't you ever let anyone G A Take your sense of worth away</p> <p>D E The real truth about beauty A D It's a culture that perpetuate an idea G To people about what it means A D To be beautiful externally A D To be beautiful externally A D To be beautiful externally A D To be beautiful externally</p>

My Song

Individuals who do not fit into the so called “norm” of the society tends to face judgment and discrimination from others. This song was written to encourage discussion and self-expression from individuals who faces discrimination either due to their race, illnesses, disability, religious beliefs, gender identity and etc

Goal: To increase feelings of self-worth

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. Provide each participant a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
5. Encourage the participants to share any thoughts they have about the song.
6. The therapist will then encourage the participants to share their personal experiences by using the discussion suggestions.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. Do you remember a time when you feel different than others?
2. Can you think of a time when you were treated differently from others?
3. Do you remember a time when you faced discrimination?
4. How did it make you feel?
5. How can discrimination affect someone?
6. Do you have any discrimination against anything or anyone?
7. Do you relate to the song in any way?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Have participants rewrite the song by using their story. If using this song in a psychiatric setting, have participants rewrite the song using their experiences in living with a mental illness.

Song: My Song
Artist: Sok Hwee Tay

Verse 1

I'm here to tell you a story about my family
 It's unconventional and not like everybody's
 My mommy is my daddy
 My daddy is my mommy
 But why oh---- why should we be treated so different

Verse 2

If you just look at us closer, you will find
 That we have more in common than you realize
 We love one another
 And we'll there for each other
 But why oh---- why should people think we're so different----- Coz

{CHORUS}

Love doesn't matter when it comes to the gender
It's about the way they treat you
Being there for you
Make funny faces just to make you smile
Bedtime stories once a while
That's what love's about
That's what love's about

Verse 3

We'll just like every other family
 We have our ups and downs just like everybody
 Sometimes we make each other angry
 Sometimes we make each other happy
 So why oh---- why should people think we're so different-

{CHORUS}

Bridge

So I am telling you
 That people are just people
 Respect, love and values
 That's what makes a family

{CHORUS}

That's what my family is about

LYRIC ANALYSIS

Song: My Song Artist: Sok Hwee Tay	
INTRO: G – Cadd9 - G - Cadd9 (X2)	
<u>Verse 1</u> G Cadd9 A7 D7 I'm here to tell you a story about my family G Cadd9 A7 D7 It's unconventional and not like everybody's Em Bm My mommy is my daddy C G My daddy is my mommy Em Bm C But why oh---- why should we be treated so D7 different	Em Bm Make funny faces just to make you smile Cadd9 G Bedtime stories once a while Cadd9 G That's what love's about Cadd9 D7 That's what love's about
<u>Verse 2</u> G Cadd9 A7 D7 If you just look at us closer, you will find G Cadd9 A7 That we have more in common than you D7 realize Em Bm We love one another C G And we'll there for each other Em Bm C But why oh---- why should people think D7 we're so different----- Coz	<u>Verse 3</u> G Cadd9 A7 D7 We'll just like every other family G Cadd9 A7 We have our ups and downs just like D7 everybody Em Bm Sometimes we make each other angry C G Sometimes we make each other happy Em Bm C So why oh---- why should people think we're D7 so different-
<u>{CHORUS}</u> G Cadd9 G Love doesn't matter when it comes to the D7 gender G Cadd9 It's about the way they treat you A7 D7 Being there for you	<u>{CHORUS}</u> <u>Bridge</u> C D So I am telling you Cadd9 G That people are just people Em Bm Respect, love and values C D7 That's what makes a family <u>{CHORUS –End on G instead of D7}</u>

Section IV:

Positive

Thinking

**Songs to Encourage Positive
Thinking**

Positivity Song

When life gets overwhelming, it is sometimes hard to feel positive. Some individuals might ruminate on what is negative. The purpose of the song is to take something stressful or negative and to find a positive way to deal with those things.

Goal: To encourage positive thinking

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the fill in the blank handout

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged be engaged in a discussion about the song.
5. The participants are encouraged to freely express their thoughts about the song.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.

Discussion Suggestions:

1. Can you relate to the song in any way?
2. If yes, what ways?
3. Can you share one thing that is causing you stress in your life right now?
4. What problems is it creating?
5. What is a positive way of dealing with that stress?

Variations:

The song can be modified to include fill-in-the-blanks to allow participants to express their personal experiences into the song (See the next page for suggested fill-in-the blank sheet). Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: Positivity Song
Artist: Sok Hwee Tay

CHORUS:

We'll write a song
A positivity song
Take everything that is stressful
And break it down
(Repeat)

Bills you have to pay
What should you do
Look for a job
Call a friend
That's what you can do

Bridge:

Remain positive
Remain optimistic
We'll find a way
All the troubles that come my way
I'll kick it away

CHORUS:

Toxic relationships
What should you do
Break it up
Once and for all
That's what you can do

BRIDGE:

CHORUS:

Feeling low inside
What should you do
Say nice things to yourself
That's what you can do

BRIDGE: (X 2)

This is our song
Our positivity song

LYRIC ANALYSIS

Song: Positivity Song Artist: Sok Hwee Tay	
<p>INTRO: C</p> <p>CHORUS: C Em We'll write a song Am F A positivity song C G Take everything that is stressful F G7 C And break it down (Repeat)</p> <p>F C Bills you have to pay F C What should you do F Look for a job F Call a friend G7 C That's what you can do</p> <p>BRIDGE: F Remain positive F Remain optimistic G7 C We'll find a way F All the troubles that come my way G7 C I'll kick it away</p> <p>CHORUS:</p>	<p>F C Toxic relationships F C What should you do F Break it up F Once and for all G7 C That's what you can do</p> <p>BRIDGE:</p> <p>CHORUS:</p> <p>F C Feeling low inside F C What should you do F Say nice things to yourself G7 C That's what you can do</p> <p>BRIDGE: (X 2)</p> <p>C Em This is our song F G C Our positivity song</p>

LYRIC ANALYSIS

Positivity Song

(Suggested ways to fill in the blank)

CHORUS:

We'll write a song
 A positivity song
 Take everything that is stressful
 And break it down
 (Repeat)

(Name something stressful in your life)

What should you do

(Name a positive way to deal with that stress)(Name a positive way to deal with that stress)

That's what you can do

Bridge:

Remain positive
 Remain optimistic
 We'll find a way
 All the troubles that come our way
 We'll kick it away

CHORUS:(Name something stressful in your life)

What should you do

(Name a positive way to deal with that stress)(Name a positive way to deal with that stress)

That's what you can do

BRIDGE:**CHORUS:**

Feeling low inside
 What should you do
 Say nice things to yourself
 That's what you can do

BRIDGE: (X 2)

This is our song
 Our positivity song

Positivity Song

(Fill in the blank)

CHORUS:

**We'll write a song
A positivity song
Take everything that is stressful
And break it down
(Repeat)**

What should you do

That's what you can do

Bridge:

**Remain positive
Remain optimistic
We'll find a way
All the troubles that come our way
We'll kick it away**

CHORUS:

What should you do

That's what you can do

BRIDGE:

CHORUS:

Feeling low inside
What should you do
Say nice things to yourself
That's what you can do

BRIDGE: (X 2)

This is our song
Our positivity song

Find Your Happiness

Sometimes individuals can be focused on the negativities in their lives and fail to notice all the things that are positive in their lives. This song was written to help individuals focus on all the things that are wonderful and good in their lives however small they might be.

Goal: To encourage positive thinking

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “Thankfulness List” handout, writing materials

Procedure:

1. The participants will listen to the song (recorded or live).
2. The song will be played again and this time the participants are encouraged to sing along.
3. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
4. The participants are encouraged to freely express their thoughts about the song.
5. The therapist will then encourage the participants to talk about things that are positive in their lives.
6. Distribute the “Thankfulness List” handout to each of the participant.
7. Allow time for the participants to complete the handout.
8. Play background music while participants are completing the handout.
9. Provide opportunity for each participant to share their list.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. Do you ever find yourself before envious of others?
2. What should the focus be? On others or yourself?
3. How does it make you feel when you are focused on others and not yourself?
4. Instead of focusing on what other people have, what should you focus on?
5. What are some things that are positive in your life?
6. What are some things that are positive about where you are right now?
7. What are some things that are positive about this world?
8. What are you thankful for today?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- A song about all the things that they are thankful for.
- A song about all the things that are positive in their lives.

Song: Find Your Happiness
Artist: Sok Hwee Tay

CHORUS:

**You can sit and lament
About all you do not have
Be envy of others and
all that they have
Happiness is simple
Happiness is small
Here's what I want you to do**

See all the things that are beautiful
The ocean, the sky, the desert and the trees
Beauty surrounds you
Open your eyes and see

CHORUS:

Make a note about everything
That's good in your life
Count your blessings
Be glad that you're alive

CHORUS:

LYRIC ANALYSIS

Song: Find Your Happiness Artist: Sok Hwee Tay	
<p>INTRO: C</p> <p>CHORUS: C You can sit and lament G About all you do not have F G Be envy of others and C All that they have F G Happiness is simple C F Happiness is small G C Here's what I want you to do</p> <p>C See all the things that are beautiful G The ocean, the sky, the desert and the trees C Beauty surrounds you G C Open your eyes and see</p> <p>CHORUS: C Make a note about everything G That's good in your life C Count your blessings be G C Glad that you're alive</p>	<p>C You can sit and lament G About all you do not have F G Be envy of others and C All that they have F G Happiness is simple C F Happiness is small G F C Open your heart and you'll see</p>

Thankfulness List

10 things that I am thankful for:

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

I am thankful for _____

Section V:

Coping Skills

Songs to Encourage the
Identification of Positive
Coping Skills

Something Small

When we have a lot of stress in our lives or when we feel depressed, we sometimes struggle with our daily routine. Everything we have to do starts to feel like a chore. It sometimes feel easier to hide from the things that are troubling us than to face them head on. This song is written to encourage individuals who are dealing with depression to just take a small step and to do something that makes them happy even if it is something small.

Goal: To increase coping skills

Objectives: Participants will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece, a copy of the “Happiness Inventory” handout, a copy of the fill in the blank handout, writing materials

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. Upon the completion of the song, participants will be encouraged to be engaged in a discussion about the song.
4. The participants are encouraged to share their views about the song.
5. Distribute the “Fill in the blank” and “Happiness Inventory” handout.
6. Allow participants to complete the “Fill in the blank” handout first.
7. Provide opportunity for each participant to share their answers with the group.
8. Allow participants to complete the “Happiness Inventory” handout next.
9. Play some background music while participants are completing the handout.
10. Provide opportunity for each participant to share their answers with the group.

Discussion Suggestions:

Therapist can encourage the following discussions:

1. Do you in any way identify with the song?
2. Does it feel easier to avoid your problems than to face them?
3. What are some stress or problems you are currently faced with?
4. What are some things that makes you happy?
5. What are some things that brings you joy?
6. When was the last time you were engaged in things that make you happy?
7. What is something small that you can start with?
8. How can focusing on the positive things in our lives be helpful to us?

Variations:

The song can be rewritten by using the included fill-in-the-blanks song sheet to allow participants to express their personal experiences into the song (See the next page for suggested fill-in-the blank sheet). Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences.

Song: Something Small
Artist: Sok Hwee Tay

Some days I don't wanna get out of my bed
 It feels like the clouds are over my head
 I just want to sleep it away
 Why won't it just go away

I've got to
 Face face my problems
 Face my fears too
 Find a way to feel better again
 Look for the things in life that brings me joy
 Even when it's something small

Uh huh uh huh uh huh uh huh
 Uh huh uh huh uh huh uh huh
 Uh huh uh huh uh huh uh huh
 Uh huh
 Uh huh uh huh uh huh uh huh
 Uh huh uh huh uh huh uh huh
 Uh huh uh huh uh huh uh huh
 Uh huh

Some days I just put on a happy face
 To hide all the sadness I feel inside
 I just want to be smiling again
 Why won't it just go away

Uh huh -----
 Uh huh -----
 Uh huh-----
 Uh huh
 Something small
 Something small
 Something small
 Something small

LYRIC ANALYSIS

Something Small

(Suggested ways to fill in the blank)

Some days I (How do you feel today?)It feels like the (What does it feel like?)I just want to (What would it like today to feel like?)

Why won't it just go away

I've got to

(What can you do to help yourself feel differently?)(What can you do to help yourself feel differently?)

Find a way to feel better again

Look for the things in life that brings me joy

Even when it's something small

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh

Some days I (How do you feel today?)To hide all the (What are some feelings that you want to get rid of?) I feel insideI just want to be (How do you want to feel?) again

Why won't it just go away

Uh huh -----

Uh huh -----

Uh huh-----

Uh huh

Something small

Something small

Something small

Something small

Something Small

(Fill in the blank)

Some days I _____

It feels like the _____

I just want to _____

Why won't it just go away

I've got to

_____Find a way to feel better again
Look for the things in life that brings me joy
Even when it's something small

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh uh huh uh huh uh huh

Uh huh

Some days I _____

To hide all the _____ I feel inside

I just want to be _____ again

Why won't it just go away

Uh huh -----

Uh huh -----

Uh huh-----

Uh huh

Something small

Something small

Something small

Something small

Happiness Inventory

Name at least one activity that makes you happy

Name at least one person that makes you happy

Name at least one thing in nature that makes you happy

LYRIC ANALYSIS

Do a Little Something for Yourself

There are times when we are so concerned about taking care of others that we neglect to take care of ourselves. It is important to remember that we are the best us when we take care and love ourselves. This song is written to remind individuals the importance of doing things that makes them happy.

Goal: To increase coping skills

Objectives: Will be engaged in lyrics analysis by contributing to discussion

Materials: Guitar, piano or recording of the piece

Procedure:

1. The participants will each receive a copy of the song sheet.
2. The participants will listen to the song (recorded or live).
3. The song will be played again and this time the participants are encouraged to sing along.
4. Upon the completion of the song, participants will be encouraged be engaged in a discussion about the song.
5. The participants are encouraged to share their views about the song.
6. The therapist will then encourage the participants to share their personal experiences.
7. The participants will be encouraged by therapist to offer each other support.

Discussion Ideas:

Therapist can encourage the following discussions:

1. What are some things that makes your heart sing?
2. What are some things that makes you smile?
3. How does it make you feel when you are engaged in those things?
4. How can doing things that makes you happy benefit you and others around you?

Variations:

The song can be rewritten by using the included fill-in-the-blanks to allow participants to express their personal experiences into the song. Use the “suggested ways to fill in the blank” sheet to help guide you through this process. Participants are reminded that they have the freedom to change and modify the lyrics in accordance to how it relates to their own personal experiences. Have the group sing the song again but sharing their experiences in the song the second time around.

Song: Do a Little Something for Yourself
Artist: Sok Hwee Tay

Ba da da da
Ba da da da
Ba da da da

Do a little something for yourself
Do a little something for yourself
Something that makes you happy
Makes you glad
Anything, anything

Let's go for a walk along the streets
Waving to the people that we meet
Because it makes you happy
It makes you glad
Not to worry for a sec

So let's sing:
La la la la la la la la la la la la
La la la la la la la la la la la la
La la la la la la la la la la la la
La la la la la la la la la la la la
Something that makes you happy
Makes you glad
Anything, anything

Let's go for a swim in the sea
Chasing all the fishes that we see
Because it makes me happy
It makes you glad
Not to worry for a sec

So let's sing:
La la la la la la la la la la la la
La la la la la la la la la la la la
La la la la la la la la la la la la
La la la la la la la la la la la la
Something that makes you happy
Makes you glad
Do a little something for yourself
Ba da da da
Ba da da da
Ba da da da
Ba da da da

LYRIC ANALYSIS

Song: Do a Little Something for Yourself Artist: Sok Hwee Tay	
<p>INTRO: C Am7 Dm7 G7 Ba da da C Am7 Dm7 G7 Da Ba da da C Am7 Dm7 G7 Da Ba da da C Am7 Dm7 G7 Da C Am7 Dm7 G7 C Do a little something for yourself Am7 Dm7 G7 C Am7 Dm7 G7 C Do a little something for yourself Am7 Dm7 G7 Dm7 G7 Something that makes you happy C E7 Am Makes you glad Dm7 G7 Anything, anything C Am7 Dm7 G7 C Let's go for a walk along the streets Am7 Dm7 G7 C Am7 Dm7 G7 C Waving to the people that we meet Am7 Dm7 G7 Dm7 G7 Because it makes you happy C E7 Am It makes you glad Dm7 G7 Not to worry for a sec So let's sing: C Am7 Dm7 G7 C Am7 Dm7 G7 La la la la la la la la la la la la (x4) Dm7 G7 Something that makes you happy C E7 Am Makes you glad Dm7 G7 Anything, anything</p>	<p>C Am7 Dm7 G7 C Am7 Dm7 G7 Let's go for a swim in the sea C Am7 Dm7 G7 C Am7 Dm7 G7 Chasing all the fishes that we see Dm7 G7 Because it makes you happy C E7 Am It makes you glad Dm7 G7 Not to worry for a sec So let's sing: C Am7 Dm7 G7 C Am7 Dm7 G7 La la la la la la la la la la la la C Am7 Dm7 G7 C Am7 Dm7 G7 La la la la la la la la la la la la C Am7 Dm7 G7 C Am7 Dm7 G7 La la la la la la la la la la la la C Am7 Dm7 G7 C Am7 Dm7 G7 La la la la la la la la la la la la Dm7 G7 Something that makes you happy C Em A7 Makes you glad Dm7 Do a little something G7 C Am7 Dm7 G7 For yourself Ba da da C Am7 Dm7 G7 Da Ba da da C Am7 Dm7 G7 Da Ba da da Cmaj7 Da</p>

LYRIC ANALYSIS

Do a Little Something for Yourself

(Suggested ways to fill in the blank)

Ba da da da
 Ba da da da
 Ba da da da

Do a little something for yourself
 Do a little something for yourself
 Something that makes you happy
 Makes you glad
 Anything, anything

(Name a thing or activity that makes you happy)**(What are the things you experience when engaged in that activity)**

Because it makes me happy
 It makes you glad
 Not to worry for a sec

So let's sing:

La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 Something that makes you happy
 Makes you glad
 Anything, anything

(Name a thing or activity that makes you happy)**(What are the things you experience when engaged in that activity)**

Because it makes me happy
 It makes you glad
 Not to worry for a sec

So let's sing:

La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 Something that makes you happy
 Makes you glad
 Do a little something for yourself
 Ba da da da (x4)

Do a Little Something for Yourself

(Fill in the blank)

Ba da da da
 Ba da da da
 Ba da da da

Do a little something for yourself
 Do a little something for yourself
 Something that makes you happy
 Makes you glad
 Anything, anything

Because it makes me happy
 It makes you glad
 Not to worry for a sec

So let's sing:
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 Something that makes you happy
 Makes you glad
 Anything, anything

Because it makes me happy
 It makes you glad
 Not to worry for a sec

So let's sing:
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 La la la la la la la la la la la la
 Something that makes you happy
 Makes you glad
 Do a little something for yourself
 Ba da da da (x4)

LYRIC ANALYSIS

Visualize (The Ocean)

Stress in small doses can be helpful in our lives. However, when that stress becomes out of control, it can result in both physical and emotional difficulties. Hence it is vital that we learn what our limits are in relation to stress, and how to manage that stress before it becomes out of control. This song was written to provide a means of managing stress for individuals by using music and visualization.

Goal: To increase coping skills

Objectives: Will be engaged in participating in relaxation exercise

Materials: Guitar, “My Stress Level” handout

Procedure:

1. Ensure that the room being used is quiet and that the session can be conducted uninterrupted.
2. Ensure that the participants have a comfortable chair to sit in, or a comfortable mat to lie on.
3. Remind participants that it is crucial that they remain quiet during this activity so as to not disturb the other participants.
4. Before the exercise, go through the script with the participants and ensure that no one has an aversion to it.
5. Give each participant a handout to “My Stress Level”.
6. Have each participant rate their level of stress from a scale of 0-10 with 10 being the highest level of stress.
7. Turn the lights down and begin the relaxation exercise.
8. Encourage participants to close their eyes during the exercise.
9. Upon completion, have each participant rate their level of stress again from a scale of 0-10.
10. Engage participants in a discussion about the relaxation exercise.

Discussion Suggestion:

1. Did the relaxation exercise affect any change in your stress level?
2. What did you find relaxing about the exercise?
3. What did you not find relaxing about the exercise?
4. How do you feel right now?
5. Why is it important to learn how to manage stress in our lives?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Have the participants in the group create their own relaxation scripts with visualizations that are peaceful and relaxing to them.

My Stress Level

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level Before Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level After Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Visualize (A Garden)

Stress in small doses can be helpful in our lives. However, when that stress becomes out of control, it can result in both physical and emotional difficulties. Hence it is vital that we learn what our limits are in relation to stress, and how to manage that stress before it becomes out of control. This song was written to provide a means of managing stress for individuals by using music and visualization.

Goal: To increase coping skills

Objectives: Will be engaged in participating in relaxation exercise

Materials: Guitar, “My Stress Level” handout

Procedure:

1. Ensure that the room being used is quiet and that the session can be conducted uninterrupted.
2. Ensure that the participants have a comfortable chair to sit in, or a comfortable mat to lie on.
3. Remind participants that it is crucial that they remain quiet during this activity so as to not disturb the other participants.
4. Before the exercise, go through the script with the participants and ensure that no one has an aversion to it.
5. Give each participant a handout to “My Stress Level”.
6. Have each participant rate their level of stress from a scale of 0-10 with 10 being the highest level of stress.
7. Turn the lights down and begin the relaxation exercise.
8. Encourage participants to close their eyes during the exercise.
9. Upon completion, have each participant rate their level of stress again from a scale of 0-10.
10. Engage participants in a discussion about the relaxation exercise.

Discussion Suggestion:

1. Did the relaxation exercise affect any change in your stress level?
2. What did you find relaxing about the exercise?
3. What did you not find relaxing about the exercise?
4. How do you feel right now?
5. Why is it important to learn how to manage stress in our lives?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Have the participants in the group create their own relaxation scripts with visualizations that are peaceful and relaxing to them.

My Stress Level

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level Before Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level After Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Visualize (The Forest)

Stress in small doses can be helpful in our lives. However, when that stress becomes out of control, it can result in both physical and emotional difficulties. Hence it is vital that we learn what our limits are in relation to stress, and how to manage that stress before it becomes out of control. This song was written to provide a means of managing stress for individuals by using music and visualization.

Goal: To increase coping skills

Objectives: Will be engaged in participating in relaxation exercise

Materials: Guitar, “My Stress Level” handout

Procedure:

1. Ensure that the room being used is quiet and that the session can be conducted uninterrupted.
2. Ensure that the participants have a comfortable chair to sit in, or a comfortable mat to lie on.
3. Remind participants that it is crucial that they remain quiet during this activity so as to not disturb the other participants.
4. Before the exercise, go through the script with the participants and ensure that no one has an aversion to it.
5. Give each participant a handout to “My Stress Level”.
6. Have each participant rate their level of stress from a scale of 0-10 with 10 being the highest level of stress.
7. Turn the lights down and begin the relaxation exercise.
8. Encourage participants to close their eyes during the exercise.
9. Upon completion, have each participant rate their level of stress again from a scale of 0-10.
10. Engage participants in a discussion about the relaxation exercise.

Discussion Suggestion:

1. Did the relaxation exercise affect any change in your stress level?
1. What did you find relaxing about the exercise?
2. What did you not find relaxing about the exercise?
3. How do you feel right now?
4. Why is it important to learn how to manage stress in our lives?

Song Writing Suggestions:

Therapist can guide participants into creating their own song by using original song writing. This can be completed in individual sessions or in group sessions. The following ideas can be used:

- Have the participants in the group create their own relaxation scripts with visualizations that are peaceful and relaxing to them.

My Stress Level

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level Before Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Please rate your stress level from a scale of 0 – 10 with 10 being the highest and 0 being the lowest.

Stress Level After Relaxation Exercise										
0	1	2	3	4	5	6	7	8	9	10

Chapter V:

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