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Introduction

You're discovering DaDOM: an intern, a colleague, or someone who wants to integrate music into care practice. How exciting!

This toolkit provides an accessible foundation for effectively using music in care. It contains practical tips and concise background information. Want more depth and additional insights? Check out the DaDOM Teacher Training on dadom.eu, where you'll find extensive materials and inspiration.

**ABOUT
DADOM**

**WHY
MUSIC?**

**WORKING
WITH DADOM**

ABOUT DADOM

Music is a natural part of life and has been present in all cultures for thousands of years. It's something we experience every day, and it plays a big role in making people feel better, especially those facing challenges. Music has a way of lifting moods and improving well-being, which makes it a useful tool in everyday care.

The Erasmus project Daily Dose of Music (DaDOM) was created to bring music into simple, daily interactions to support people in care. It can be used in many care settings and for people of all ages and with different needs. This flexibility makes it a great tool for VET care students during their internships, where they can work with a variety of individuals.

DaDOM focuses on increasing the use of music in care by:

- Training vocational care students to use music in everyday care,
- Making sure teachers can teach these skills to students, and
- Helping care organizations support students in using music once they enter the workforce.

The project has developed a training module to show VET care students how to use music in daily care activities. The goal isn't to turn care workers into music therapists, but to help them use music in an easy way that benefits clients, residents, and fellow caregivers.

Through hands-on training, students have learned how to use music in care settings. They bring these skills to care institutions to practice in real-life situations, preparing them for their future roles. This toolkit gives care organizations practical tips and guidance on how to support students in using music in daily care.

WHY MUSIC?

The impact of music on people is undeniable, no matter their preferences or how deeply they engage with it. Whether someone actively listens to music, plays an instrument, or has it in the background, music has a way of triggering responses—both consciously and subconsciously. This makes music a valuable tool in care settings. It can be used in simple ways, from listening to favorite songs to singing along, to help not only clients, patients, and residents but also to support and connect with caregivers.

To use music effectively in care, it's helpful to understand how it works and why it has such a positive effect.

Music and the brain

Music is more than just sound—it's something that our whole body and brain respond to. When we hear music, sound waves create vibrations that travel through our ears and send signals to the brain. These signals are processed in different parts of the brain, each handling aspects like rhythm, melody, and pitch.

What's really interesting is that these brain areas don't work in isolation. They communicate and work together, creating the experience of music that we feel emotionally, physically, and mentally. This connection explains why music can uplift our mood, help us remember things, or even encourage physical movement.

Engaging with music over time can actually change the brain in positive ways, helping to maintain or improve overall health. That's why using music regularly in care settings, even in simple ways like singing or listening to favorite tunes, can have lasting benefits for both the body and the mind.

Want to know more about how music impact the brain?

Want to know more about how music impacts the brain? Discover how music can influence emotions, enhance memory, boost movement, and reduce stress:

- **Music and Emotions:** Music has the incredible ability to evoke deep emotional responses. Whether it's joy, melancholy, enthusiasm, or nostalgia, different types of music can bring out a wide range of feelings. This emotional power is one of the reasons music can be such a useful tool in care settings, helping individuals feel more connected or comforted.
- **Music and Memory:** Music is closely linked to memory and learning. When we engage with music, it activates key areas of the brain, including the hippocampus, which plays a crucial role in memory. Because of this, people often find it easier to recall information or memories when they're connected to musical experiences.
- **Music and Movement:** The rhythm in music can have a direct impact on our motor function and coordination. When we listen to music with a strong beat, our body naturally synchronizes with it. This is why music is frequently used in physical therapy and rehabilitation, as it helps improve coordination and movement.
- **Music and Motivation:** Listening to music we enjoy triggers the release of dopamine, a neurotransmitter associated with feelings of reward and pleasure. This not only lifts our mood but also boosts motivation, making everyday tasks more enjoyable. Anticipating a favorite part of a song can enhance this effect even more.
- **Music and Stress Relief:** Slow, calming music—such as classical or ambient sounds—can activate the parasympathetic nervous system, which helps the body relax. This leads to lower heart rate, reduced blood pressure, and a decrease in stress hormones, making music a powerful tool for relaxation and stress relief in care settings.
- **Music and Social Connection:** Music is a universal form of non-verbal communication that plays a vital role in building social bonds. It helps reinforce connections between individuals and groups, whether in personal relationships or larger communities. Music can also foster tolerance and understanding between people from different backgrounds or cultures.

Using music in everyday elderly care

Caring for individuals with dementia can be challenging, particularly when it comes to managing behavioral and emotional symptoms. While medications are often used, they can have side effects and don't always address the underlying causes. That's where music comes in. As a simple, non-drug intervention, music can connect with people on a personal level, helping to soothe emotions, trigger memories, and improve overall well-being.

Rather than focusing solely on symptoms, non-pharmacological approaches like music aim to meet the emotional and psychological needs of the person. Music is especially effective because it taps into emotions, memories, and social connections in ways that other interventions might not. This helps create a more personalized care experience.

In fact, the 2016 guidelines from the National Institute for Health and Care Excellence (NICE) recommend using non-drug interventions like music as a first-line option for managing behaviors in individuals with dementia. Music-based interventions not only manage symptoms but also improve quality of life by focusing on the emotional needs and personal experiences of those in care.

Music is easy to integrate into daily care routines—whether by playing familiar tunes, singing together, or using rhythmic activities to encourage movement. This approach creates a positive, calming environment, helping to reduce anxiety and foster meaningful connections between caregivers and those they support.



Research has shown that music benefits older people in many ways, particularly in care settings. Music can be a powerful resource for:

- **Memory recall:** Music has a unique ability to bring back memories and emotions from the past.

Case example: Anna's Story

Anna (name changed) has Alzheimer's disease. She is typically calm in the morning, but as the day goes on, she becomes increasingly agitated. Anna often believes she needs to go home, see her mother, or catch a bus, which creates a lot of distress for her. The staff had to work hard to find ways to help Anna stay calm as the day progressed. Anna is very religious and enjoys attending church services, where she enthusiastically sings along with the music. The staff discussed how playing familiar Christian music might help calm her down during her more agitated moments. They created a playlist of the hymns and songs Anna loves to sing during church services, hoping this would help her feel more at ease.

One afternoon, Anna was sitting in the living room with her coat on, convinced the bus was coming to take her home. Another resident told her this wasn't true, which made Anna even more upset, and she began yelling. The staff quickly brought her to a quiet room and played her playlist. At first, Anna was startled as she recognized the music. She then began to talk about how much she loves singing these songs in church and how they reminded her of when she was a young woman. As the music played, Anna gradually became calm and relaxed. Once she felt settled, the staff gently guided her to her room, and she went to sleep peacefully.



- **Emotional and behavioral regulation:** Music deeply impacts emotions, helping individuals manage anxiety, agitation, and other behaviors.

Case example: Elisabeth's story

Elisabeth (name changed) is 86 years old and has dementia. She has a strong need to move around and finds it difficult to sit still when she's alone. This often leaves her feeling lonely and abandoned. However, when she's around people, such as during meals or afternoons in the living room, she can stay seated. Her husband doesn't visit often, and she rarely has other visitors, which adds to her feelings of isolation. Elisabeth loves to chat, but she can become easily upset when asked to do something she doesn't want to do.

In her younger days, Elisabeth loved dancing and singing, and she still knows many songs by heart, even though she struggles with words during regular conversations. The staff decided to try using music to help keep Elisabeth engaged and prevent her from wandering around aimlessly. They chose music she was familiar with—songs from her past and rhythms from her dancing days.

One day, while Elisabeth was waiting at the table for the other residents, the staff played some of her favorite music. She immediately sat down and began singing along. Delighted by the music, she said, "Lovely, so beautiful. Wouldn't you like to dance for a moment?" The staff were moved by how joyful and happy Elisabeth became from hearing music she hadn't listened to in a long time. Over lunch, Elisabeth and the staff had a long conversation about how beautiful the music was.



Case example: Diana's story

Diana (name changed) lives in a nursing home. She has Alzheimer's disease and is in the fourth stage. Due to her condition, Diana can no longer clearly express her feelings or explain what's bothering her. She is still physically active but mumbles a lot and often sings to herself, which can be disruptive for the rest of the group. Her constant mumbling can irritate others, and she becomes restless during daily activities like dressing or washing. When she resists these activities, she can become aggressive, hitting, pinching, or even spitting.

The staff decided to try using music during the Activities of Daily Living (ADL), thinking that it might help calm Diana and make these tasks easier. They spoke with Diana's family to find out what kind of music she enjoys. The very next day, the staff put their plan into action. When helping her get out of bed, they played some of Diana's favorite music, listening to it together before starting the dressing routine. As Diana focused more on the music, she became calmer and more cooperative, making the whole process smoother for both her and the staff.

- **Cognitive stimulation:** Engaging with music can stimulate the brain, promoting mental engagement and alertness.

Case example: Mykolas' Story

Mykolas (name changed) is a 73-year-old man who was hospitalized for nursing and supportive treatment. He was diagnosed with ischemic heart disease, brain disease, chronic atrial fibrillation, arterial hypertension, diabetes mellitus, and early-stage dementia. Mykolas has moderate special needs—he cannot walk, cannot take care of himself, and suffers from constant hip pain. His treatment plan included consultations with a physiotherapist, a spiritual assistant, and weekly music therapy.

Mykolas began individual music therapy sessions, which were held in the hospital chapel, where there were both piano and organ instruments. During the very first session, Mykolas played the chapel organ and spoke about the religious chants he had composed. He also tried to recall and play a few of them. During this session, Mykolas shared that music had been the most important part of his life. In his youth, he taught himself to play the piano and clarinet and learned music theory and harmony with great determination.

He worked as a controller in a foundry and played in the Orchestra of the Blind for many years in his free time.

Now, in his old age, Mykolas expressed regret that he had never had the chance to study music professionally, describing it as an "unfinished dream." After suffering two strokes, he could no longer play the piano as he used to, due to difficulty controlling the fingers of his left hand. He also could no longer play the clarinet because he had lost his teeth.

The main goals of Mykolas' music therapy sessions were to help him accept his current situation and to use music as a resource for cognitive stimulation, independence, self-confidence, and finding meaning in life. Each session began with a musical greeting and a brief chat about the events of the past week. After that, the activities were based on Mykolas' preferences for the day. A central method used was a "musical review of life," where Mykolas would perform selected songs with the music therapist or create new songs and lyrics.

Mykolas always prepared for the next session carefully. He brought a notebook with enlarged music sheets provided by the therapist, a pencil, and an eraser. In between sessions, he spent time composing new melodies. During the therapy, he loved performing and improvising with the therapist.

Music therapy had a profound impact on Mykolas—it stimulated his intellectual activity, encouraged independence, boosted his self-confidence, and empowered him to make choices in writing and performing music. It helped him focus on the opportunities ahead of him, rather than his limitations. The therapy also reduced feelings of loneliness and isolation, addressing his spiritual needs. In Mykolas' own words, "music activated his life force and allowed him to breathe and be happy again."



- **Social interaction and communication:** Music provides a way for individuals to connect socially, even those who struggle with verbal communication.

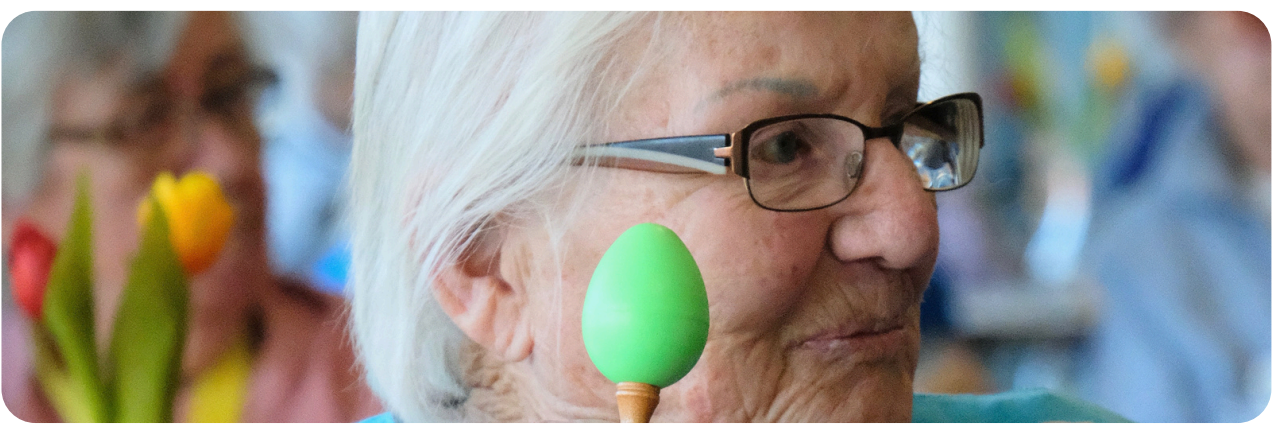
Case example: Rimas' Story

Rimas (name changed) is a 58-year-old man who cannot express his needs due to dementia. He has been monitored for Down syndrome since birth, but recently his condition has been deteriorating. He can no longer live at home, and his orientation, perception, and daily living skills have significantly declined. Outpatient care was ineffective, so Rimas now receives nursing care and supportive treatment. He lives under the care of a caregiver.

Rimas is conscious but disoriented in time and place. He is slow to think, uncritical in his thoughts, and generally unproductive. His mood is flat, his emotions seem superficial, and his speech is slurred. He answers only a few questions in a low voice, makes brief eye contact, and often appears anxious.

Rimas participates in group music therapy sessions twice a week, each lasting 45–60 minutes, with 4 to 8 patients attending depending on their health. The main diagnosis for these patients is dementia, and many of them move with the help of a wheelchair or other aids. They require constant care due to impaired memory, perception, wandering, mood swings, behavioral changes, and occasional aggression. Because of these issues, they are treated in a separate, fenced area of the nursing home.

The music therapy sessions take place in the ward's familiar environment, where patients can relax while watching TV or eating. Musical instruments are laid out on a large table for easy access, and in good weather, sessions are held outdoors in an enclosed courtyard. Various music therapy techniques are used during these sessions, such as emotional soundtracks, instrumental improvisation, motor skill training, singing, and rhythmic stimulation like clapping and tapping.



At first, Rimas was hesitant to join in. He watched from a distance and approached the therapist a few times to ask for his name but did not actively participate. Gradually, as he observed others, he started coming closer and listening more actively. Eventually, he began greeting the therapist, picking up instruments, and playing along with the music. As the sessions continued, Rimas started to smile more and showed clear signs of relaxation and engagement.

The staff noticed that Rimas became calmer and less anxious thanks to the music therapy sessions. His relatives, who attended a few sessions, observed that music helped him relax, improved his mood, increased his attention, and made him more willing to engage with the group. They also noted that the music therapy reduced both his physical and emotional discomfort.

- **Improved physical functioning** : Music can improve coordination and movement, which is why it's often used in physical therapy.

Case example: John's story

John (the name is changed) has dementia and is living at nursing home. Also, he has suffered a stroke and as a consequence had difficulties in moving his left arm. He had problems attending physiotherapy but was willing to do simple exercises to strengthen his arm.

John participates in a group and individual music therapy sessions one goal of which is to address his physical difficulties caused by dementia and a stroke knowing that music and singing are wonderful ways to stimulate movement and thus to support physical exercises when needed.

As a part of group music therapy sessions, music therapist uses selected songs to support simple exercises while the residents sit in their chairs/wheelchairs. The movement in the song is used to support each exercise, for example marching tune for walking movement, songs in waltz tempo to support swinging of arms and moving the upper body to the sides and forwards/backwards. These simple exercises often wake the residents who tend to fall asleep all the time. They smile and look more cheerful. Clapping and rhythm instruments are introduced in order to stimulate their attention. On a good day, people make dance movements in their chairs or stand up to take a few dance steps.

- **Enhanced quality of life:** Music can uplift mood, evoke positive emotions, and generally improve well-being.

Case example: David's Story

David (name changed) is an 85-year-old man in the advanced stages of Alzheimer's disease. In addition to dementia, he has various physical ailments. Due to his age and the progression of Alzheimer's, his physical condition has deteriorated, and he can no longer walk long distances, even with the help of a walker. David gets tired more easily now, and after breakfast, he usually likes to go back to bed. However, when it's time for lunch, he often becomes grumpy and uncooperative when staff try to wake him up. Although David generally wants to eat, he resists getting out of bed. Once he is downstairs in the living room, his mood typically improves, but it's a challenge to get him there.

Because of his physical fatigue and Alzheimer's, David's mood is often irritable when the staff attempt to get him out of bed. The team wanted to help David start his day on a more positive note, so they decided to use music as a way to cheer him up in the mornings. The idea was to create a warm, welcoming atmosphere to lift David's spirits and get him moving. Since David loves music and often reacts positively by singing along, the staff planned to sing to him while helping him out of bed. The goal was to make the process smoother and improve his mood right from the start of the day.

One morning, David wasn't feeling well and had stayed in bed all morning. The nurse assistant woke him up just before lunch, but despite being well-rested, he still preferred to stay in bed. The nurse assistant suggested that eating might make him feel better, and David agreed to get up. As they entered the elevator, however, David remained grumpy and tired, even though he had just slept. To brighten his mood, the nurse assistant started singing a song she knew David would recognize from previous experiences. As soon as she began singing, David recognized the song and started singing along immediately. His mood lifted quickly, and his voice was filled with joy. He smiled and seemed genuinely happy.

The nurse assistant was pleased with the result and found that using music in this way was a simple yet effective tool for improving David's mood and making the morning routine more pleasant for him.

The role of music in enhancing elderly care

Incorporating music into everyday care routines can greatly benefit elderly individuals, especially those with moderate to severe dementia. Person-centered musical interactions create a sense of safety and security within care settings. These interactions help reduce resistance to care, foster meaningful connections, and address the social and emotional needs of individuals.

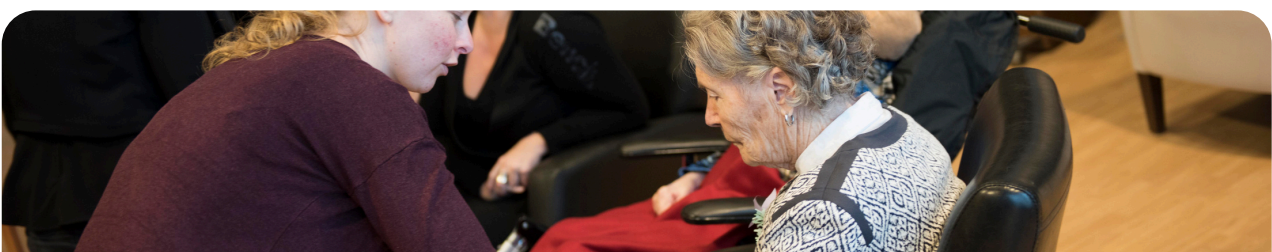
For example, caregivers who sing to or with the elderly during caregiving tasks often experience fewer conflicts and better engagement. This approach empowers care workers to integrate music into their daily routines, benefiting both clients and their colleagues. The aim of DaDOM is to empower care workers to use music in their daily professional practice, encouraging everyone to harness their potential to create and use music to help clients, residents, and care workers alike.

Music can be used in elderly care in three main ways: as entertainment or distraction, as a stimulus or educational tool, and as a source of solace or therapy.

- **As entertainment and distraction:** Music can be part of the entertainment program in care homes, bringing joy and offering a break from daily routines. Situational singing can serve as a pleasant distraction to ease difficult emotional states and behaviors, and reduce resistance during tasks such as dressing, bathing, or medical procedures.
- **As a stimulus or educational tool:** Music, or even a song fragment, can be used to encourage movement, activate motor skills, or keep individuals engaged. It can also serve as an auditory cue to signal specific activities, such as waking up in the morning or helping residents orient themselves in their environment.
- **As solace or therapy:** Music can provide comfort in times of loneliness or grief. It can soothe anxiety, reduce tension, and alleviate pain, uplifting individuals to a state of peace and well-being.

These strategies can be used together or alternated as needed. Music is a flexible, person-centered intervention designed to meet the emotional and physical needs of elderly individuals in care settings.

For those looking to explore more about the use of music in care settings, additional background information is available through the online teacher training provided by DaDOM.



WORKING WITH DADOM

Collaborating with DaDOM provides a valuable opportunity for care organizations to enhance daily practices by integrating music into care routines. Whether your organization hosts a DaDOM student or simply accesses DaDOM's resources, the goal is to enrich the lives of clients, residents, patients, and care workers through the use of music. Music in care can positively impact not only those receiving care but also the well-being and work experience of caregivers.

How can you work with DaDOM as a care organisation?

Your organization can collaborate with DaDOM in various ways. If your care team is interested in integrating music into daily practices, DaDOM offers flexibility and support to enhance your care routines. Below are some ways to work with DaDOM:

- **Hosting a DaDOM student:** Welcoming a DaDOM student allows your care team to experience firsthand how music can be incorporated into daily care activities. The student will apply what they've learned in real-world scenarios. They can inspire staff and care workers with fresh ideas on how music can enhance care practices and improve the well-being of both those receiving and providing care. DaDOM students act as ambassadors for music in daily care, promoting its benefits and encouraging your team to incorporate it into their routines. The student will also have specific assignments provided by their school that they need to complete as part of their internship, giving your organization a structured way to engage with music-based care. The process of the student's internship is organized and implemented according to country-specific requirements and procedures, ensuring that both the student and your organization follow appropriate guidelines.
- **Collaborating with a school that offers the DaDOM module:** If your organization is interested in receiving DaDOM students, you can connect with schools that offer the DaDOM module. These schools provide students trained to integrate music into care settings, offering your team fresh perspectives and approaches to music in care.
- **Accessing DaDOM resources:** For further guidance or to explore how music can be integrated into your care practices, DaDOM partners are available to support your organization. You can access training materials, case studies, and other resources to help you successfully implement music in care, with or without hosting a student.



What can you expect from a DaDOM student?

A DaDOM student is trained to incorporate music into everyday care practices. As part of their internship, they will:

- Use simple musical interactions—such as humming, singing, or playing recorded music—during routine tasks (e.g., personal care, meals, or group activities).
- Identify and incorporate the musical preferences of clients, residents, or patients to enhance their well-being.
- Use music during daily tasks to create a calming and positive atmosphere, helping to reduce anxiety, agitation, or stress for both clients and care workers.
- Complete specific assignments during their internship that focus on applying music in real care settings, ensuring structured learning and practical experience.

DaDOM students act as ambassadors for music-based care, advocating for the use of music in everyday tasks. They inspire your team to explore new ways of incorporating music into care, creating an environment that benefits both caregivers and those they care for. The student will work closely with your staff and clients, sharing insights and demonstrating how music can improve the care environment. With the right support, they can inspire your team to explore new approaches to care.

What does a DaDOM student expect from you?

DaDOM students rely on a supportive and open environment where they can apply their skills and develop their confidence in using music as a tool in care settings. As a care organization, you are expected to provide mentorship and guidance throughout the internship. Students also look for opportunities to collaborate with staff, receive feedback, and be involved in discussions on how to use music effectively in care routines.

It's important that the care organization:

- Provides opportunities for the student to practice using music in daily care.
- Encourages open communication between the student, mentor, and other staff members.
- Supports the student's self-assessment and reflection on their progress during the internship.
- Offers the student the opportunity to complete their DaDOM-related assignments within the care setting.

A mentor who is open to new developments in care practices, especially in using music, is key to the student's growth.



Competencies DaDOM students develop during internships

Internships are a vital part of a DaDOM student's education, providing them with the opportunity to put theory into practice and develop the skills they'll need in their future care careers. While on placement, students are required to acquire and demonstrate key competencies related to music-based care. By hosting a DaDOM student, your organization plays an important role in helping students refine these skills, while also benefiting from their fresh ideas and approaches to integrating music into daily care routines.

During their internships, DaDOM students focus on developing the following competencies:

- **Knowledge of dementia and other conditions:** Students gain an understanding of how music can be used as a complementary tool to support individuals with dementia and other conditions affecting elderly people.
- **Auditory environment awareness:** Students learn to listen carefully to the sounds in the client's environment and differentiate between sounds that might have positive or negative impacts. For example, soothing sounds such as soft music or nature sounds can be calming, while disruptive noises (e.g., dripping water or loud ringing) may cause discomfort.
- **Understanding musical identity:** Students are trained to identify the musical preferences of clients and create personalized playlists that can improve the client's well-being and mood.
- **Using music in daily care:** Students apply music through humming, singing, or sound cues during morning care, waking, or bedtime routines. These musical interactions help create a calming and supportive atmosphere.
- **Observation and analysis:** Students are equipped to observe changes in the client's state of mind and analyze how music impacts their emotional and mental condition. This enables them to assess and adjust their use of music in care effectively.

Checklists for care organisations

Hosting a DaDOM student offers care organizations the chance to explore how music can enhance daily care practices. To help you get the most out of this experience, we've created a set of checklists to guide your organization before, during, and after the internship. These checklists will ensure that your team, resources, and environment are ready to support the student, and that the collaboration benefits both your clients and staff.

1. Before the internship: *Preparing for a DaDOM student*

- **Explore the DaDOM Approach:** Familiarize yourself with the DaDOM program and how it can benefit your care organization. The school or student will provide a DaDOM flyer or overview to ensure the mentor understands the context of the student's assignments and how music will be integrated into care routines.
- **Inform and Engage Colleagues:** Let your colleagues know that a DaDOM student will be joining the team. Share some basic information about the student's role and how they'll be using music in daily care, so everyone knows what to expect.
- **Review Available Resources:** Assess your current resources to see how they can support the student's work with music in care, such as playlists, radio's or other relevant tools.
- **Consider Engaging a Music Therapist:** If relevant, inform any music therapists or professionals within your organization about the upcoming DaDOM student.
- **Set Organizational Goals:** Define what your organization hopes to achieve from hosting a DaDOM student, such as improving client well-being, creating a more positive atmosphere, or training staff in music-based care approaches.



2. During the internship: *Supporting the student and learning from the experience*

- **Create an Open Learning Environment:** Ensure the student has opportunities to practice music in daily care routines.
- **Mentor with an Open Mind:** The mentor should be receptive to new developments in care and welfare, particularly around using music in daily care.
- **Encourage Communication:** Foster open dialogue between the student, mentor, and staff to facilitate sharing experiences and feedback.
- **Promote Self-Assessment:** Encourage the student to reflect on their experiences, evaluating their own competencies in using music in daily care.
- **Ensure Ongoing Feedback:** The mentor should regularly discuss the student's progress, the use of music in care, and any adjustments that can be made.
- **Be Open to DaDOM Assignments:** Ensure the student provides and works on their DaDOM assignments. Regular communication with the school might be needed to track progress.
- **Support Collaborative Learning:** Ensure a safe space for students to ask questions and share their experiences with the nursing staff.



3. After the internship: *reflecting and implementing learnings*

- **Implement What You've Learned:** Incorporate any positive changes or strategies learned during the internship into your care practices. Consider whether music-based care should be continued or expanded within the organization.
- **Identify DaDOM Enthusiasts:** Identify staff members who have become enthusiastic about using music in daily care. These individuals can become internal advocates for the program and help integrate music more widely across your care practices.
- **Review the Success of the Internship:** Evaluate how well the student integrated music into care, and identify areas of improvement or successes that could shape future collaborations.
- **Plan for Future Collaboration:** Reflect on the internship experience and consider ongoing collaboration with DaDOM schools or partners for future internships or further training.

Integrating music into daily care routines offers a unique opportunity to enrich the lives of clients, residents, and care workers alike. Music has the power to foster emotional connections, reduce stress, and improve well-being—not only for those receiving care but for caregivers too. With DaDOM, you can easily incorporate music into your care practices, bringing warmth and positivity to everyday interactions.

Hosting a DaDOM student provides fresh perspectives and practical ways to use music in care. These students act as ambassadors for music-based care, inspiring your team with new ideas and approaches. Whether or not you host a student, DaDOM's resources and partners are available to support your journey in making music a fundamental part of your care environment.

By embracing music in care, your organization can create a more compassionate, connected, and uplifting experience for everyone involved. Explore the possibilities and let music become an essential tool in providing better care.

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