

# The Development of Elderly Care Curriculum for Undergraduate Students in Sichuan Province, China: Current Status, Challenges and Prospects

Wei Xu, Dr. Tepika Rodskan, Dr. Piyawadee Makpa

Faculty of Fine Arts, Srinakharinwirot University, Thailand Email:  
tepika@g.swu.ac.th

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## Abstracts

This article is a literature review on the development of elderly care courses for undergraduate students in Sichuan Province's music teacher profession. Through a review of relevant literature, the study finds that music education positively impacts the mental health and social participation of elderly individuals. However, there are shortcomings in curriculum design, personalized teaching, and interdisciplinary integration. This paper aims to explore how to effectively integrate music education with elderly care knowledge, optimize curriculum design, and establish scientific assessment mechanisms to enhance the practical effectiveness of the courses. This study provides theoretical support and practical guidance for developing elderly care courses for music teacher undergraduates in Sichuan Province. This paper draws its content from the doctoral thesis, "The Development of Subject Curriculum for Caring for the Elderly Among Music Teacher Profession Students at the Undergraduate Level in Sichuan Province, China."

**Keywords:** Literature Review, Development of Elderly Care Curriculum, Sichuan Province China

## Introduction

China is facing serious aging challenges, especially in Sichuan Province, where the proportion of the elderly population is increasing year by year (National Bureau of Statistics, 2024). With the growing demand for high-quality elderly care services, it has become particularly important to integrate the knowledge of elderly care into the curriculum design of the music teacher major. As an effective intervention, music therapy can significantly improve the emotional state and quality of life of the elderly (Bradt & Dileo, 2014). However, we are still in the preliminary stage of integrating the discipline of elderly care into the current music teacher training curriculum, and we urgently need a systematic theoretical design and practical framework (Wong & Yan, 2024). The purpose of this study is to explore how to effectively integrate the content of elderly care into the undergraduate curriculum of the Sichuan Provincial Music Teacher Major and cultivate professionals with comprehensive abilities in music education and elderly care services through systematic curriculum design. Specific objectives include designing an age-centered curriculum framework, proposing curriculum content modules based on music education and

gerontology theory, and planning implementation strategies such as teacher training and interdisciplinary collaboration to ensure effective curriculum implementation (Davis et al., 2018). Through the method of literature review and case analysis, this study will not only provide theoretical support and practical guidance for the design of relevant courses, but also contribute to the response to the problem of social aging (Rowe & Kahn, 1997).

This study is guided by the "development of elderly care curricula," which incorporates successful domestic and international experiences in researching and developing elderly education curricula. The core of the research is the design and implementation of the "Music Teacher Professional Elderly Care Service Course," which aims to provide systematic elderly care service training for undergraduate students majoring in music teacher training. The course will focus on the basic knowledge of elderly care, the actual needs of social services for the elderly, and the application of music education in elderly care services to improve students' professional quality and practical ability in the field of elderly care. Through the development of course modules covering the theory of elderly care services, the psychological and physiological characteristics of the elderly, and practical care skills, it aims to help students effectively apply music knowledge and skills in the real world to meet the diverse needs of the elderly population. The researchers searched the literature in the CNKI (China National Knowledge Infrastructure) database with the keywords "curriculum development," "pension course," "music course," and "undergraduate college. The researchers extracted the keywords "curriculum development" and "pension course" from the CNKI (China National Knowledge Infrastructure) database, revealing four theoretical articles that failed to establish a specific framework or integrate specialized pension knowledge. In addition, 5 articles in the core journals of Peking University were extracted with the keywords "curriculum development" and "music curriculum," and they were read intensively, and it was found that many papers focused on cultural inheritance and protection, emphasizing the role of music education in maintaining and promoting local and national music culture. Secondly, curriculum development and implementation is another important topic, and several papers have explored how to improve the teaching effect through school-based curriculum design, curriculum integration, and resource optimization. Research also focuses on local characteristics and cultural diversity, aiming to integrate local music into the curriculum and address the issue of uneven educational resources. Furthermore, the influence of education policy on the practice of music education is an important aspect, including policy's guiding role in curriculum design and textbook content. This research also studies other perspectives, including educational equity, teacher training, interdisciplinary integration, student experience, community involvement, textbook optimization, and the application of theoretical frameworks, which reflect the multidimensional challenges and trends in music education. These studies comprehensively demonstrate diverse issues and practical explorations in the field of music education. The researchers were unable to find any related articles using the keywords "elderly care discipline" and "curriculum development." The multi-dimensional statistical analysis of this literature's research content reveals the primary concentration of research hotspots. The researchers searched for keywords such as "music curriculum," "curriculum development," and "music education" through Google Scholar, extracted more than 30 relevant literatures, and divided them into two main research sections: music courses and nursing courses. The literature review covers key areas of the music curriculum, including innovations in

curriculum content and structure, challenges in theory development, evaluation methods for creative activities, basic theories of curriculum development, scope of educational practice and management, practices in curriculum development and teacher training, and the effectiveness of digital music courses. The overall research focuses on how to improve the quality and effectiveness of music education through innovative curriculum design, effective teacher training, and the application of modern technology. In the nursing curriculum, research involves outcome-driven curriculum design, collaborative development models, implementation of concept-based curriculum, simulation teaching, transformation of educational models, curriculum integration, and legal and quality assurance. These studies aim to improve the nursing curriculum's optimization and development, improve the overall level of nursing education through innovative outcomes, and address challenges in practical applications. The researchers selected more than 20 articles, systematically sorted out the two main sections of music courses and nursing courses, and looked forward to future research directions. The research not only incorporates innovations from various fields but also investigates the application of new educational technologies and theories to enhance the effectiveness of music and nursing education.

## **Literature Review**

### **1. Literature sampling**

In the CNKI database and Google Scholar, the researchers used "music curriculum," "elderly care course," "curriculum development," and "undergraduate." The researchers searched more than 20 related literatures using keywords like "students" and "music education." In the process of intensive reading, the researcher extracts other keywords with research value in the literature and then enters the new keywords into the database to obtain references in more research dimensions. The search for "elderly care course," "music," and similar terms revealed a dearth of literature about elderly care courses for undergraduate music majors (Santini et al., 2023) *Quality of Life and Social Inclusion of Migrants and Refugees Attending an Elderly Care Training in Four Mediterranean Countries: Results from the HERO Project* The article mentions how to integrate geriatric care education into training curricula in different countries and analyzes the impact of these courses on migrants and refugees. The article focuses on the content of the training and the evaluation of the participants, covering their motivations, perceptions of the elderly, future, evaluation of the training, and positive and negative experiences of caring for the elderly. The article notes that although the training course did not significantly improve the overall quality of life of participants, it did promote their social integration and understanding of aged care practice. The article's shortcomings include a lack of detail in selecting the student sample and a disregard for the use of music in aged care education. In the development of the elderly care course for undergraduate students majoring in music in Sichuan Province, China, it may be necessary to focus on the effective integration of music into the curriculum to enhance students' comprehension and practical skills in elderly care. Therefore, the researchers started a new search in the database with "senior care course" and "music" as keywords and obtained a wealth of researchable literature. Creech et al. (2013) Creech et al. (2013) describe a study on older individuals' musical participation, focusing on those who attend older community music events at three specific case study sites. These locations include The Sage, Gateshead,

Westminster Adult Education Services, and the Guildhall School of Music and Drama Connect program. The study explores the social, emotional, and cognitive benefits of music for older adults through different musical activities, such as choirs, instrumental groups, and intergenerational music workshops. The study also included a control group, with participants choosing from other activities such as language classes, arts/crafts classes, yoga, etc. This study used a variety of methods, such as questionnaires, individual interviews, focus group interviews, and video observations, to investigate the impact of musical activities on participants' quality of life and well-being. The study found that older adults who participated in musical activities showed significant positive changes in quantitative measures of quality of life, particularly in terms of social affirmation, self-control, and a sense of purpose in life. Musical activities led to more enjoyment, and participants responded positively to these activities than non-musical groups.

In addition, both participants and instructors reported a wide range of benefits of musical activities for social interaction, cognitive development, emotional well-being, as well as physical health. The social benefits include a sense of belonging and recognition of community roles; the cognitive benefits include improved skills and memory; and the mental and physical health benefits include rejuvenation, stress management, and confidence. Although studies have shown many positive effects of musical activities on older adults, there are some limitations in design. The study was only nine months long, so it may not be sufficient to assess the long-term effects of musical activities on the long-term understanding and appreciation of older adults. Furthermore, while the control group's settings were helpful for comparison, the possible influence of other external factors on the results was not considered in the experiment. Overall, this study underscores the significance of music in the lives of older adults and indicates that future research will continue to explore the long-term impact of musical activities on their well-being. Continue searching for keywords such as "piano education" and "senior care course" in Google Scholar. Through this search, researchers discovered several literatures discussing the application of piano education in various educational stages and the actual impact of geriatric care courses. This literature covers the teaching methods of piano education, curriculum design, and how to effectively integrate piano education into various educational systems. At the same time, research on aged care programs has focused on how to design nursing programs for older people to improve their quality of life and well-being.

## 2. Selected Literature

To understand how undergraduate students majoring in music in Sichuan Province, China, are developing elderly care courses, the researchers systematically screened and analyzed a vast amount of relevant literature. Initially, the researchers identified the research theme as "Curriculum Development of Elderly Care for Undergraduate Students of Music Teacher Major," and conducted a comprehensive analysis of research progress in related fields to provide theoretical support. Core keywords include "music education," "senior care curriculum," "curriculum development," and expanded to "elderly well-being," "teaching strategies," and other related areas. The researcher primarily uses common databases like CNKI, Google Scholar, and Scopus for database selection, supplemented by academic journals, conference papers, books, and related reports.

The literature selection criteria are as follows: 1) select literature within the last 5 years to ensure the study's timeliness; 2) focus on literature that explicitly mentions music education, senior care curriculum, and curriculum development in the title and abstract; Journal papers, dissertations, and authoritative reports receive priority. The investigator first quickly skimmed the abstract of the literature, screened out the highly relevant literature for full-text reading, focused on the research purpose, research question, research methodology, sample screening, and research conclusions, and recorded the important information and key points of each literature. Finally, the investigator summarized the literature into three main research sections: "Curriculum Development," "Elderly Care Discipline," and "Teaching Strategy." They then sorted out 30 references according to these sections, which included approximately 10 articles on "Curriculum Development," 10 articles on "Elderly Care Discipline," and 10 articles on "Music Education." It provides a solid foundation for the effective design and implementation of the curriculum.

### 3. A bibliographic-based review of the research section's value

The researcher's focus is on developing a pension discipline curriculum for undergraduate music majors in Sichuan Province. The research's core issue is how to effectively integrate elderly care content into the music education curriculum. The key contents of the research include the unique pension problems and their solutions in Sichuan Province, the combination of music needs and music education for the elderly, and the application of music in elderly care. The curriculum development relies on these cultural backgrounds and basic needs to assess its effectiveness in enhancing students' core competencies in the field of elderly care. Case studies can verify the practical feasibility of these research dimensions.

## **Research Methodology**

### **Research Design: Curriculum Development**

After reviewing over 20 articles on curriculum development, the researchers have established a clearer research direction and developed a curriculum concept focused on "curriculum development for undergraduate students majoring in music." Bresler (2007) delves into research and teaching strategies in the field of arts education in the book *International Handbook of Research in Arts Education*. A scholarship emphasized the importance of interdisciplinary integration in arts education, especially the integration of music education with knowledge in the fields of psychology and pedagogy, in order to improve students' educational outcomes and learning experiences. Bresler pointed out that the design of the arts education curriculum should consider the intersection of multiple disciplines, incorporating theories and methods from different fields to adapt to diverse learning needs and educational environments. This interdisciplinary approach is equally applicable to the development of undergraduate music teacher training courses. By combining music education with psychology, pedagogy, and modern technology, it is possible to better meet the needs of older learners and improve the comprehensiveness and adaptability of the curriculum. Bresler's theory provides strong support for the development of undergraduate courses in music teacher education, helping students to design courses that are more in line with the characteristics of geriatric education so as to improve the effectiveness of teaching and students' learning motivation.

Focusing on the keyword "curriculum development of pension discipline for undergraduate students majoring in music," the research literature over the past five years has summarized the following commonly used curriculum development methods:

1. **Interdisciplinary Integrated Approach:** This approach creates an integrated curriculum by combining music education with disciplines like psychology and pedagogy. Colwell (2015), Colwell explores the application of interdisciplinary integration in music education in the MENC Handbook of Research on Music Learning. He emphasized that the design of the music education curriculum should integrate multiple disciplines such as musicology, psychology, and pedagogy to enhance students' musical skills and teaching ability. This approach enables the curriculum to meet the needs of older learners and improve the adaptability and comprehensiveness of the curriculum more comprehensively (Colwell, 2015).
2. **Student-Centered Instructional Design:** Adaptive technology can be used to meet the needs of diverse learners. In the chapter "Adaptive Hypermedia Systems," Klock et al. (2019) examine how adaptive hypermedia systems adapt content and interfaces to the user's learning needs and behaviors. The study shows that adaptive technology can improve the individualization and effectiveness of learning, which is especially important for music teacher training undergraduates when designing courses for older learners, as it can help meet the individual needs and preferences of older learners (Klock et al., 2019).
3. **Project-Based Learning (PBL):** A method for improving students' comprehensive abilities through practical projects. Kokotsaki, D., Menzies, V., & Wiggins, A. (2016) in Project-based learning: A review of the literature This paper provides a comprehensive review of PBL and points out that PBL can effectively promote students' deep learning, problem-solving, and teamwork skills. For undergraduates majoring in music teacher training, PBL can help them better understand the needs and interests of older learners by designing and implementing music-related practical projects to improve the practical application of the curriculum.
4. **Competency-Based Education (CBE):** In recent years, higher education has widely adopted this education model, which emphasizes students' mastery of specific abilities. Rivers et al. (2019) explore in detail the evolution of CBE and its implementation strategies as an innovative educational model "Competency-Based Education: An Evolutionary Higher Education Business Model." They noted that CBE emphasizes designing the curriculum through clear standards of competency, allowing students to acquire the necessary skills at their own pace. This approach not only provides a personalized learning experience but also ensures that students are able to demonstrate what they have learned through a variety of assessments. CBE is particularly suitable for the design of the senior care course for undergraduate students majoring in music teacher training, as it can adjust the course content and rhythm according to the actual needs of older learners to better meet their individual needs. While CBE has significant advantages in providing a personalized educational experience and improving teaching outcomes, it also faces challenges in practical applications, such as curriculum design complexity, resource allocation, and assessment standard development (Rivers et al., 2019).
5. **Learning outcomes-based course assessment methods.** The learning outcome-based approach to course assessment focuses on the curriculum's impact on students' actual learning outcomes. Wiggins and McTighe (2011) proposed a framework for curriculum design and assessment that is oriented towards learning outcomes, providing a design guide for creating high-quality units. They emphasized that setting clear learning objectives and assessment criteria allows for effective monitoring and improvement of the course's effectiveness. Applying this method to the development of geriatric

courses for undergraduates majoring in music teachers can help clarify the curriculum objectives, evaluate the learning outcomes, and optimize the course content based on the evaluation results.

## Results

This study focused on integrating music education with elderly care knowledge, optimizing curriculum design, and establishing scientific assessment mechanisms to enhance the practical effectiveness of the courses. The researchers have also distilled some specific curriculum development steps.

### 1. To Combine music education and knowledge of elderly care

#### 1.1 Department of Elderly Care

As an important branch of the academic field, the discipline of elderly care mainly focuses on the quality of life, health management, and social participation of the elderly. As society ages, the discipline of elderly care has gradually become a key area in higher education. The curriculum development for the discipline of elderly care, particularly in the music teacher training major, encompasses not only the management of the elderly's physical and mental health but also the establishment of cultural and social support systems. The following will discuss in detail the core content of the discipline of elderly care and its role in the development of undergraduate courses for music teachers in Sichuan Province.

#### 1.2 What constitutes the core content of elder care?

One of the core aspects of the curriculum development of the elderly care course for undergraduates majoring in music teacher training in Sichuan Province is the health management and psychological support of the elderly. Studies have shown that music activities are effective in alleviating anxiety and depression in older adults while promoting cognitive function and social interaction (O'Connor et al., 2020). As a result, integrating these psychological support strategies into curriculum design can help students understand and cope with common psychological problems among older adults, thereby improving their comprehensive care skills.

The Department of Elderly Care also emphasizes the elderly's social participation and cultural activities. Music education, as a form of cultural activity, can greatly enrich the elderly's social life. By designing a curriculum that includes activities such as choiring, instrumental playing, and music appreciation, students can learn how to use music to promote social interaction and life satisfaction in older adults (O'Connor et al., 2020).

Furthermore, personalized curriculum design is crucial in the field of elderly care. The researcher should tailor curriculum development to the individual circumstances of older adults, who have diverse interests and needs. A researcher can flexibly adapt the Music Teacher Training Major curriculum to meet the individual needs of different older learners.

To sum up, in the curriculum development of undergraduate students majoring in music in Sichuan Province, the integration of the theory and method of elderly care discipline can significantly improve the comprehensiveness and practicability of the curriculum. Firstly, the curriculum design incorporates the theory of elderly care to teach students how to consider the physical and mental health of the elderly during the teaching process. Secondly, through the

integration of music education and elderly care disciplines, we design a variety of activities, including music therapy and cultural activities, to enhance the quality of life for elderly learners. Finally, the curriculum should consider the inheritance of local culture and integrate music forms with local characteristics of Sichuan Province, such as northern Sichuan puppets and northern Sichuan shadow puppetry, to offer elderly learners a learning experience that fosters a sense of cultural identity.

### 1.3 Needs analysis and course objectives

In order to develop the nursing curriculum for undergraduates majoring in music, it is first necessary to conduct a needs analysis to clarify the course's overall objectives and specific learning objectives. These goals should include improving students' overall abilities, professional skills, emotional attitudes, and values, as well as enhancing their awareness and respect for the education of the elderly. After combing and analyzing the literature, it becomes clear that curriculum development should prioritize improving students' understanding and application of the elderly care discipline. Bresler (2007), for example, explores the importance of interdisciplinary integration in arts education in the *International Handbook of Research in Arts Education*, emphasizing the integration of music education with knowledge in the fields of psychology and pedagogy to improve educational effectiveness and student learning experience. He pointed out that the design of arts education curriculum should integrate the theories and methods of multiple disciplines to adapt to the diverse learning needs and educational environments (Bresler, 2007). Colwell (2015) also emphasized the importance of interdisciplinary integration in the *MENC Handbook of Research on Music Learning*, arguing that the design of a music education curriculum should integrate multiple disciplines such as musicology, psychology, and pedagogy to improve students' musical skills and teaching ability. This approach enables the curriculum to meet the needs of older learners and improve the adaptability and comprehensiveness of the curriculum more comprehensively (Colwell, 2015). Klock et al. (2019) explore how adaptive technologies can adapt content and interfaces to the user's learning needs and behaviors in adaptive hypermedia systems, pointing out that adaptive hypermedia systems can improve the personalization and effectiveness of learning. The application of adaptive technology can help meet the individual needs and preferences of older learners when designing courses for undergraduate musicians (Klock et al., 2019). In addition, Rivers et al. (2019) discuss in detail the evolution of competency-based curriculum development (CBE) and its implementation strategies in *Competency-Based Education: An Evolutionary Higher Education Business Model*. They noted that CBE emphasizes designing the curriculum through clear standards of competency, allowing students to acquire the necessary skills at their own pace. This approach is particularly applicable to the development of the nursing discipline curriculum for undergraduate students majoring in music teacher training, as it can adapt the course content and rhythm to the actual needs of older learners (Rivers et al., 2019).

In summary, these studies demonstrate that the primary objective of developing the elderly education curriculum for undergraduate music majors is to increase students' awareness and interest in geriatric education through systematic curriculum design and implementation. The curriculum should focus on interdisciplinary integration, student-centered teaching methods, and project-oriented practical activities to enhance students' comprehensive ability and practical



application ability in the field of music and elderly care. These research results provide theoretical support and practical guidance for the future development of elderly care courses for undergraduates majoring in music. Focusing on the core goal of improving students' understanding and practical ability of elderly education, the researchers have achieved a deep understanding and wide application of the needs of elderly learners through diversified curriculum design and implementation strategies. These results provide a solid theoretical foundation and practical experience for further exploration and optimization of relevant curriculum development (Bresler, 2007; Colwell, 2015; Klock et al., 2019; Rivers et al., 2019).

## 2. To develop the geriatric curriculum for undergraduate music majors

It is key to select representative and practical course content. According to Klock et al. (2019), Colwell (2015), Bresler (2007), and Rivers et al. (2019), the following factors should be considered in the course content: Firstly, the course content should be representative, meaning it should reflect the needs of older learners by selecting material such as music therapy and its application, which can directly address their psychological and physical characteristics. Secondly, it's important to incorporate a variety of musical forms and teaching methods, such as combining traditional music education with modern technology, to cater to the diverse needs of learners. Furthermore, for operability, select course content that is simple to operate and demonstrate, such as hands-on activities in music composition and performance, so that students can master relevant skills through practical operations. Lastly, the educational value should concentrate on the tangible impact and enhancement of the curriculum content for elderly learners, specifically on how to enhance their cognitive function and emotional state through music activities. These principles allow for the incorporation of music therapy, music and cognitive function, methods of music education for the elderly, and the application of music technology into curriculum development, thereby offering students a comprehensive experience in music education for the elderly, enhancing their professional abilities, and advancing the field of music education for the elderly (Klock et al., 2019; Colwell, 2015; Bresler, 2007; Rivers et al., 2019).

When developing the geriatric curriculum for undergraduates majoring in music, it is crucial to select representative and practical course content. According to Klock et al. (2019), Colwell (2015), Bresler (2007), and Rivers et al. (2019), the following factors should be considered in the course content: Firstly, the course content should be representative, meaning it should reflect the needs of older learners by selecting material such as music therapy and its application, which can directly address their psychological and physical characteristics. Secondly, to cater to the needs of a diverse range of learners, it is important to incorporate a variety of musical forms and teaching methods, such as combining traditional music education with modern technology. Furthermore, for operability, select course content that is simple to operate and demonstrate, such as hands-on activities in music composition and performance, so that students can master relevant skills through practical operations. Finally, the educational value should concentrate on the actual impact and improvement of the curriculum content on elderly learners, specifically on how to enhance their cognitive function and emotional state through music activities. These principles allow for the incorporation of music therapy, music and cognitive function, methods of music education for the elderly, and the application of music technology into curriculum

development, thereby offering students a comprehensive experience in music education for the elderly, enhancing their professional abilities, and advancing the field of music education for the elderly (Klock et al., 2019; Colwell, 2015; Bresler, 2007; Rivers et al., 2019).

**Teaching Methods:** To ensure the effectiveness and comprehensiveness of the course, a researcher can adopt a variety of teaching techniques when developing the nursing curriculum for undergraduate students majoring in music teaching. First, the interdisciplinary integrated pedagogy combines music education with knowledge from the fields of psychology and pedagogy to help students understand the diverse needs of older learners (Bresler, 2007). Second, project-based learning (PBL) enables students to apply theoretical knowledge to practice and improve their ability to solve practical problems through practical music projects such as designing and implementing music activities for the elderly (Kokotsaki, Menzies & Wiggins, 2016). In addition, adaptive learning technologies can personalize the learning experience by adapting course content in real-time to learners' needs (Klock et al., 2019). Rivers et al. (2019) designed a competency-based curriculum design to guarantee students' mastery of essential core competencies through explicit competency standards. The teaching method of integrating local culture emphasizes that the curriculum design should maintain the uniqueness of culture, such as integrating local traditional music into the curriculum to increase students' awareness of local culture (Yang Yunxi, 2020). Finally, student-centered pedagogy makes lessons more engaging and effective by surveying students' needs and adapting curriculum content accordingly (Klock et al., 2019). The thorough application of these methods will help to develop a curriculum with practical and cultural value, as well as improve students' comprehensive ability and teaching effectiveness.

### 3. Course evaluation

To ensure the effectiveness and adaptability of the nursing course for undergraduate students majoring in music, the course evaluation should focus on the following key aspects: Firstly, assessing the fulfillment of curriculum objectives is critical, including the attainment of pre-established learning goals such as improving students' comprehension and practical skills in elderly education. Final exams, assignment submissions, and project presentations can all contribute to this evaluation process. Questionnaires, student feedback, and field trips can facilitate the assessment of learning effectiveness by focusing on students' mastery of the course content and their practical application (Wiggins & McTighe, 2011). Secondly, a researcher must assess the relevance and practicability of the curriculum content to ensure that it aligns with the elderly's actual educational needs. A researcher can measure the adaptability of the course content by comparing it with the actual teaching needs and evaluating the students' performance in the actual teaching (Bresler, 2007). A researcher also needs to assess student engagement and learning motivation, which we can understand through classroom observation and student self-assessment (Klock et al., 2019). In addition, a comprehensive evaluation of curriculum design includes whether the curriculum effectively integrates music education with multidisciplinary content such as psychology and pedagogy. Colwell (2015) suggests conducting a comprehensive evaluation through course feedback, teacher reviews, and student practice. Adaptive assessment focuses on tailoring the curriculum to the needs of diverse learners through student feedback (Klock et al., 2019). Finally, cultural suitability is an important part of curriculum evaluation,

particularly whether the curriculum effectively integrates elements of local culture. Local culture experts can confirm whether the curriculum has successfully conveyed the core content of local culture and traditional music by tracking its effectiveness and evaluating it (Yang Yunxi, 2020).

In conclusion, these evaluation methods allow for a comprehensive measurement of the teaching impact and practical application value of the music major undergraduate nursing course, ensuring the course's effectiveness and ongoing improvement.

Music education is an integrated field involving music learning, teaching, and research, aiming to enhance an individual's musical skills, cognitive abilities, emotional expression, and cultural understanding through musical activities. It covers not only the development of musical skills but also the study of music appreciation, composition, performance, and music theory. The core goal of music education is to promote the comprehensive development of students through comprehensive music education, cultivate their musical and aesthetic abilities, and improve their cultural literacy and social communication skills. For example, the development of musical skills includes playing, singing, composing, and improvising, skills that not only help students achieve success in the field of music but also enhance their concentration, problem-solving skills, and creativity (Colwell, 2015). Music education also includes the study of music theory, which helps students understand the structure, form, and language of music to improve their musical expression (Davidson & Faulkner, 2014).

In the development of the elderly care course for undergraduates majoring in music in Sichuan Province, the multiple functions of music education are particularly important. Music education has a significant positive impact on the mental health and social interaction of older adults. Studies have shown that music activities are effective in alleviating anxiety and depression in older adults while promoting social interaction (Liu et al., 2019). Therefore, the curriculum design should incorporate a variety of musical activities, such as choiring, instrumental playing, and music appreciation, to meet the emotional and social needs of older learners.

Furthermore, interdisciplinary integration is an important strategy for music education implementation. The curriculum development process can better respond to the cognitive changes of older learners and ensure that the curriculum aligns with teaching norms by integrating the knowledge of psychology and pedagogy with music education (Bresler, 2007; Liu et al., 2019). The combination of practice and theory is equally crucial. Practical music composition and performance activities enhance students' understanding of music theory and facilitate the development of their teaching skills (Colwell, 2015).

Finally, music teachers in Sichuan Province cannot ignore cultural adaptation and inheritance in their professional courses. Music education should not only teach general musical skills, but also pay attention to the transmission and preservation of local music. A researcher can redesign the curriculum to better reflect local characteristics and enhance learners' sense of identity with the local culture.

To sum up, music education has played a vital role in the development of the elderly care course for undergraduate students majoring in music in Sichuan Province through its multiple functions, interdisciplinary integration, combination of practice and theory, and cultural adaptation. These

features not only improve the quality and effectiveness of the course but also provide a rich learning experience and emotional support for older learners.

## Conclusion

In the development of the undergraduate curriculum of music teacher training in Sichuan Province, China, the research findings show that music education has a significant positive impact on the mental health, social participation, and cultural experience of the elderly. Music activities effectively alleviate the anxiety and depression of the elderly, enhance their social interaction ability, and enrich their cultural experience. However, there are still some deficiencies in the existing literature in integrating music education and elderly care disciplines, including the lack of empirical research, the lack of systematic integration of local culture, the limitations of individualized curriculum design, the lack of interdisciplinary theoretical application, and the lack of evaluation and feedback mechanisms. Future research should focus on filling these gaps, strengthening the integration of local cultures, optimizing the individualization and systematization of curriculum design, promoting interdisciplinary integration, and establishing a scientific curriculum evaluation system. This will help to improve the quality of courses in the field of elderly care for undergraduates majoring in music teachers in Sichuan Province and enhance the educational effect.

## Recommendations

In the development and research of the undergraduate nursing course for music teachers in Sichuan Province, China, future research directions should concentrate on several aspects. First, there is a need to deepen empirical research on the integration of music education and elderly care disciplines to provide concrete evidence to support curriculum design and implementation (Colwell, 2015). Further research on individualized curriculum design is necessary to develop flexible curriculum content and methods through in-depth analysis of the diverse needs of older people (Bresler, 2007). In terms of interdisciplinary integration, it is necessary to effectively integrate music education with theories of psychology and pedagogy to meet the cognitive, emotional, and social communication needs of older learners (Klock et al., 2019). Finally, to ensure continuous improvement of curriculum quality, we should establish a scientific curriculum evaluation and feedback mechanism and develop effective evaluation tools and feedback systems (Wiggins & McTighe, 2011). These research directions will help to improve the comprehensive effect of the undergraduate nursing course of Sichuan Provincial Music Normal major and provide a more efficient and intimate music education experience.

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