UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Course Number and Title:
MUED 417.7 Introduction into Music Therapy
Session: Spring

Instructor Office Email Office Hours	Fleur Hughes Virtual fleurhughes@ucalgary.ca Wednesday 5-6 pm via Zoom, 5 May-9 June 2021 by appointment only.
Day(s),time(s) and location of Class	This class will have both synchronous and asynchronous components. Synchronous meetings will take place Saturdays, 09:30-12:00, on Zoom.
Learning resources: required readings, textbooks and materials	• *The Handbook of Music Therapy by Leslie Bunt and Sarah Hoskyns ,1st Edition, ISBN 9780415157087, Routledge*. The textbook can be purchased as a hardcopy or e-book from *www.amazon.ca, www.routledge.com, www.abebooks.com or google play books.* • Journal. Either hardcopy or kept as a E journal. • Electronic device to view lectures on as well as WIFI/internet capabilities. Include ear/headphones for listening. • Microsoft word, PowerPoint and Adobe reader (or equivalent) will be required to view resources and for writing assignments. • Recommended apps: Dropbox/WeTransfer, voice/video recording app, Spotify/Apple/Google Music, Appstore or Google Play to download apps. • *Note: It is a course expectation that students attend the synchronous lecture sessions on Saturdays.*
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	*Music 213 or Music Theory and Composition 203. (Note: May be waived for non-music students upon request)*
Course description	This interactive and engaging course will provide a general overview into music therapy. Participants will learn about current research and clinical examples in music therapy

	across the lifespan. Experiential and hands-on interventions will underpin this knowledge through practical activities for example improvisation, lyric analysis or song writing. We will explore how music therapy is used within mental health, educational or community-based settings. No prior music experience is required to take part in this course. There will be 2-3 hours of self-study including recorded PowerPoint lectures and reading/completing assignments/exploring interventions and journaling per week, over the duration of the course. Musical instruments are not an expected requirement. *We will be making our own instruments and using music apps. However if you have your own feel free to bring them.* **Note:** *This course does not lead to any professional qualification to you being able to call yourself a music therapist or claim to practice music therapy. Music therapists are certified professionals (MTA) who are part of a national association (CAMT) and regulated in certain provinces.*
Course learning outcomes	By the completion of this course, successful students will be able to: 1. Define various music therapy approaches. 2. Develop knowledge of elements of music therapy as it relates to various populations across the lifespan. 3. Engage in various active and receptive music therapy techniques and interventions. 4. Reflect on personal/emotional exploration through music.
Course schedule	The objectives of this course will be learned from a combination of online or pre-recorded video lectures, class discussion, assigned readings, audiovisual materials and experiential activities. A bibliography and list of references will be shared during the lectures. **Note:** *Topics on specific dates may be changed or re-ordered in order to better meet student needs throughout the spring course.*

Lecture Date	Outline/Content: **An introduction into Music Therapy:** **Definitions, perspectives and approaches.** • Overview into the history and theory of music therapy. • Description of receptive and active music therapy techniques. • The importance of self-awareness and reflective practice in therapy (journal writing). • Creating your own instruments. • Improvisation within music therapy?	Recommended Reading
May 8 2021		Chapter 1,2 and 3.

		Intervention: DIY Instruments and improvisation.	
	May 15 2021	**Clinical applications: Going on a musical journey:** • Culture centred music therapy. • Music as a generational phenomenon: exploring 3 genres. • Incorporating music-based apps into song writing. • Self-reflection and awareness in song writing. • Preparing your first assignment. Intervention: Therapeutic song writing.	Chapter 12.
	May 22 2021	**Clinical applications: Music therapy and Children/Adolescents:** • Nordhoff Robbins music therapy, children and adolescents. • Effects of positive and negative stress. • Managing your mental health through lyric analysis. • Creating purposeful playlists to use for self-care. Intervention: Lyric analysis and creating therapeutic playlists for sleep, motivation, study etc.	Chapter 4, 5 and 10.
	May 23 2021	**Assignment 1**	
	May 29 2021	**Clinical applications: Music Therapy and Adults/Older Adults:** • Neurologic music therapy with adults. • Rhythm, sensory integration and trauma. • Establishing mind and body connection in music therapy. • Preparing your second assignment. Intervention: Create your own graphic score or body percussion composition.	Chapter 6,7, 8, 9 and Postscript.
	June 5 2021	**Clinical applications: Music Therapy in our daily lives:** • Community centred music therapy. • Developing reflective and listening skills.	Chapter 13 and 14.

	June 6 2021	• Principles of attachment in therapy. *Intervention: Music as a coping method, self-care and affirmations.* ***Assignment 2*** **Last session and wrap-up:**		
	June 12 2021	• Reflections on the profession and looking ahead. • Open Q&A session and discussion. • Course wrap-up and final thoughts. • Mindfulness moment and ending.		
	June 13 2021	***Final page of self-reflective journal to be handed in.***		

Assessment components	**Assignment 1: Genre/Culture Assignment**
	
	Assessment Method: Written essay.
	
	Description: Research one of the following styles i.e. Country, Blues, Rock or HipHop or Rap.
	    • Reflect on the history of each genre and research some key figures or moments in either genre.
	    • What are the "cultural" and "social" significance that these styles embody.
	    • What therapy approach or model might be informed by the style or genre.
	    • Create a playlist on 5-8 songs or artists based on those genres. List this as an appendix.
	
	The assignment will be marked on the following elements:
	
	a) Research of listed songs or artist.
	b) Knowledge of cultural significance of style or genre.
	c) Write 1250-1500 word summary on your research findings.
	d) Understanding of therapeutic context of this genre or style and application.
	e) Incorporate a theoretical standpoint or approach/model. Explore suitable articles, journals or sources of information.
	
	Weight: 35%
	Due Date: 23 May 2021
	
	Assignment 2: Song-Writing Assignment
	
	Assessment Method: Written summary and recording.
	
	Description: Compose an expressive song in the genre or style of your choosing.
	    • You will be asked to provide lyrics along with a backing track. You can choose to compose electronically, play an instrument or use body percussion.
	    • Connect this to your essay on culture/genre as this.
	    • How might this genre be used in a therapeutic context? With which population?		

	The assignment will be marked on the following elements: a) Creativity and application of style/genre in recording. b) Marked on level of lyrical content and song writing/composition skills used. c) This is an exercise in personal creativity, expression, and exploration. d) Write a 1250-1500 summary on your reflective process as you engaged in songwriting. What did you learn? How did this process feel to you? How could you incorporate it in your own life or work? Why did you choose this genre? How do you connect with this style? e) Knowledge and synthesis of songwriting within music therapy contexts. Explore articles or listen to suggested podcasts etc. **Weight: 40%** **Due Date: 6 June 2021** <u>Self-Reflective Journal:</u> This journal is confidential and personal information will not be shared with others. **Description: To develop self-reflective journaling skills.** **Weekly:** • Explain your role in activities or music, your response to the music and your reactions or any feelings that come up. • Explain what populations or setting this experiential would benefit or if this could be contraindicative. • Note your own personal development, reflections, and awareness. **Summarize in a final entry:** • Your learning process over the module. • Indicate how/if your relationship with music has changed. • Include something new you learnt from this course and how to apply that in your own life or work. Include any questions. Format: The final entry is to be sent as a pdf. Dates are to be included. For grading only the final entry is required. *Note: You will be expected to keep one entry for each class and your written assignments. 6-8 entries as a guideline.* **Weight: 25%** **Due Date: 13 June 2021**
Assessment expectations	<u>Guidelines for Submitting Assignments:</u> a. All written assignments are to be typed, 1.5 spaced, Times New Roman or Arial, 12-point font with standard margins. b. Each written assignment should have a cover page with your name, title, date and contents.

	c. Written assignments can be handed in online through D2L. d. For the recording, email or Dropbox or WeTransfer can be used for uploading files to. e. APA Referencing style. f. Peer reviewed articles or journals preferred. Missed or Late Assignments: You will be down graded if you do not hand in an assignment on time or not at all. Please ensure you reach out to the instructor if you have an issues or concerns in regards to handing in an assignment. No assignments will be accepted after the 13 June 2021 deadline. Note: 75% of the final mark is based on the 2 written and recording assignments. The self-reflective journal will make up 25% of the final mark. To complete the assignments, success is based on understanding the approaches and techniques presented during the synchronous Saturday lectures. Expectations for Writing: Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html. For the course as a whole, letter grades should be understood as follows, as outlined in t Grading System of the Undergraduate Calendar for 2020-2021 OR as outlined in the sect the Graduate Calendar for 2020-2021:

Grade	Grade Point Value	Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Approaching excellent performance
B+	3.30	Exceeding good performance
B	3.00	Good performance
B-	2.70	Approaching good performance
C+	2.30	Exceeding satisfactory performance
C	2.00	Satisfactory performance
C-	1.70	Approaching satisfactory performance.
*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	Failure. Did not meet course requirements.

		Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.
**I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable

Percentage Conversion Scale:

A+ 96%-100%	B+ 84%-88%	C+ 72%-76%	D+ 60%-64%
A 92%-98%	B 80%-84%	C 68%-72%	D 50%-60%
A- 88%-92%	B- 76%-80%	C- 64%-68%	F 0%-50%

- A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.
- The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.

Guidelines for Zoom Sessions	Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ . If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording

	of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.
Academic Accommodation	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf.
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines