



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
MUED 417.7 Introduction into Music Therapy
Spring Session 2023

Instructor Office Email Office Hours	Fleur Hughes (MMT, MTA, NMT, MT-BC) Virtual fleurhughes@ucalgary.ca Via Zoom, 3 May – 14 June 2023 by appointment only
Day(s),time(s) and location of Class	Saturdays (6 May 2022 – 10 June 2022), 900 am – 230 pm, CHF 07.
Learning resources: required readings, textbooks and materials	<ul style="list-style-type: none"> • <i>The Handbook of Music Therapy by Leslie Bunt and Sarah Hoskyns ,1st Edition, ISBN 9780415157087, Routledge.</i> 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 access D2L on as well as WIFI/internet capabilities. • Microsoft Word, PowerPoint, and Adobe reader (or equivalent) will be required to view resources and for writing assignments. <p><i>Recommended apps: Dropbox/WeTransfer, voice recording app, Spotify/Apple/Google Music, Appstore or Google Play to download apps.</i></p>
Learning Technologies and Requirements	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>
Prerequisites	<i>Music 213 or Music Theory and Composition 203. (Note: May be waived for non-music students upon request).</i>
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.

	<p>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.</p> <p>There will be 1-2 hours of self-study including reading/completing assignments/exploring interventions and journaling each week, over the duration of the course.</p> <p>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.</p> <p>Note: <i>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.</i></p>								
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 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 experiences through exploring music. 								
Course schedule	<p>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.</p> <p>A bibliography and list of references will be shared during the lectures.</p> <p>Note: <i>Topics on specific dates may be changed or re-ordered to better meet student needs throughout the spring course.</i></p> <table border="1" data-bbox="483 1289 1559 1967"> <thead> <tr> <th data-bbox="483 1289 695 1325">Lecture Date</th> <th data-bbox="695 1289 1222 1325">Outline/Content:</th> <th data-bbox="1222 1289 1559 1325">Recommended Reading</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1325 695 1967">May 6, 2023</td> <td data-bbox="695 1325 1222 1967"> <p>An introduction into Music Therapy: Definitions, perspectives, and approaches.</p> <ul style="list-style-type: none"> • 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? </td> <td data-bbox="1222 1325 1559 1967">Chapter 1,2 and 3.</td> </tr> </tbody> </table>			Lecture Date	Outline/Content:	Recommended Reading	May 6, 2023	<p>An introduction into Music Therapy: Definitions, perspectives, and approaches.</p> <ul style="list-style-type: none"> • 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? 	Chapter 1,2 and 3.
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	<p>May 13, 2023</p>	<p><i>Intervention: DIY Instruments and improvisation.</i></p> <p>Clinical applications: Going on a musical journey:</p> <ul style="list-style-type: none"> • 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. <p><i>Intervention: Therapeutic song writing.</i></p>	<p>Chapter 12.</p>
	<p>May 20,2023</p>	<p>Clinical applications: Music therapy and Children/Adolescents:</p> <ul style="list-style-type: none"> • Nordhoff Robbins music therapy. • Effects of positive and negative stress. • Managing your mental health through lyric analysis. • Creating purposeful playlists to use for self-care. <p><i>Intervention: Lyric analysis and creating therapeutic playlists for sleep, motivation, study etc.</i></p>	<p>Chapter 4, 5 and 10.</p>
	<p>May 27, 2023</p>	<p>Assignment 1</p> <p>Clinical applications: Music Therapy and Adults/Older Adults:</p> <ul style="list-style-type: none"> • Neurologic music therapy. • Rhythm, sensory integration, and trauma. • Establishing mind and body connection in music therapy. • Preparing your second assignment. <p><i>Intervention: Create your own graphic score or body percussion composition.</i></p>	<p>Chapter 6,7, 8,</p>

Weight: 35%
Due Date: May 20, 2023

Assignment 2: Song-Writing Assignment

Assessment Method: Voice/audio recording and written summary/lyric sheet.

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 (lyrics, rhythm, structure etc.)
- Time length 2 - 4 minutes.
- Include a lyric sheet.
- Write a 500 - 750 word summary, reflecting on the song-writing process. What did you learn from this process? any thoughts or feelings that emerged? Personal, stylistic, or musical points that you want to highlight? What population or setting would you use your song with? How did you incorporate elements or feedback from your first assignment and develop these further?

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/self-reflective skills used.
- c) This is an exercise in personal creativity, self expression, and personal exploration.
- d) Knowledge of songwriting and self-reflective process.
- e) Engaging the listener.

Weight: 40%
Due Date: 3 Jun, 2022

Self-Reflective Journal Entry:

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 the experiential sessions, your response to the music and your reactions or feelings that come up.
- Describe what populations or setting this experiential or approach would benefit.
- Note your own personal development, reflections, awareness, and questions that arise.

Final journal entry:

Your learning or experience over the duration of the course:

- 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.
- How did the process of reflective journaling resonate with you?
- What interventions or music therapy approach connected most with you?
- Your final thoughts and reflections of the last class.

	<p>The three entries will be marked on:</p> <ul style="list-style-type: none"> a) Reflective thinking and writing skills. b) Development of personal awareness. c) Observational skills. <p>Format: The first, third and final entries are required for grading.</p> <p>To be sent as a jpeg. if handwritten. If E-Journal then a PDF version. All dates are to be included.</p> <p>Note: You will be expected to keep one entry for each class and 2 assignments. 8 entries in total.</p> <p>Weight: 25% Due Date: 10 Jun, 2023</p>
<p>Assessment expectations</p>	<p><u>Guidelines for Submitting Assignments:</u></p> <ul style="list-style-type: none"> a. Written essay is to be referenced, title page format and structure formatted using APA ed 7. b. Times new Roman or Ariel font 12. Standard sized margins. Double spaced. c. Assignments can be submitted online through D2L. d. For the recording MP3 or MP4 file preferred. Recording can be emailed or uploaded to 2 L. Lyric sheet and reflections to be uploaded to D2L. e. Peer reviewed articles, academic databases or journals preferred. F. The appendix and reference sections do not count to the word count. <p>Home - APA Citation Tools & Resources - Library at University of Calgary (ucalgary.ca)</p> <p>https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_headings_and_seriation.html</p> <p><u>Missed or Late Assignments:</u></p> <p>Assignments are to be handed in by midnight on due date (23:59 pm). You may be downgraded by 10% if you do not hand in an assignment on time. And/or potentially failed if not at all. Please ensure you reach out to the instructor via email if you have any issues or concerns regarding handing in an assignment on time.</p> <p>No assignments will be accepted after the 10 June 2022 deadline.</p> <p><u>Attendance and Participation Expectations:</u></p> <p>Note: Classes will not be recorded, and it is an expectation that you attend classes. 75% of the final mark is based on the written and recording assignments. The self-reflective journal will make up 25% of the final mark. To complete the assignments, success is based on synthesising knowledge from the theory engaging in the approaches and techniques presented during the in-person Saturday lectures. fF you cannot attend a class please let your instructor know via email at the earliest opportunity.</p>

	<p><u>Expectations for Writing:</u></p> <p>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.</p>												
Grading scale	<p>Undergraduate: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html</p> <ul style="list-style-type: none"> • 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. <p>Grading Scheme:</p> <table data-bbox="568 682 1291 798"> <tr> <td>A+ 97-100%</td> <td>B+ 87-89%</td> <td>C+ 77-79%</td> <td>D+ 67-69%</td> </tr> <tr> <td>A 94-96%</td> <td>B 84-86%</td> <td>C 74-76%</td> <td>D 60-66%</td> </tr> <tr> <td>A- 90-93%</td> <td>B- 80-83%</td> <td>C- 70-73%</td> <td>F 0-59%</td> </tr> </table>	A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	A 94-96%	B 84-86%	C 74-76%	D 60-66%	A- 90-93%	B- 80-83%	C- 70-73%	F 0-59%
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Guidelines for Zoom Sessions	<p>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.</p> <p>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.</p> <p>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/.</p>												
Academic Accommodation	<p>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.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for</p>												

	<p>Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <p>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/.</p>
Academic integrity, plagiarism	<p>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.</p> <p>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.</p>
Internet and electronic communication device	<p>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.</p>
Intellectual Property	<p>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.</p>
Copyright	<p>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.</p>

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
Arts Students' Centre Program Advising:	Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 403-220-3580 or email us at ascarts@ucalgary.ca . You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.
Faculty of Graduate Studies:	For graduate studies email: graduate@ucalgary.ca or call 403 220 4938. Visit the Faculty of Graduate Studies for more details: https://grad.ucalgary.ca/