

Shepherd University
Department of Psychology
COURSE SYLLABUS

Psychology: Special Topics 399 - Music Therapy
Music: Special Topics 299 - Introduction to Music Therapy
Class Times & Location: Wed. 6:00 - 8:40 PM, Rm. M-08, Frank Center

INSTRUCTOR: John P. Foley, PhD, MT-BC	SEMESTER/YEAR: Fall, 2008
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Contact Information: jfoley@shepherd.edu
Phone: Campus #: 5332 W: 263-0811, ext. 3119
Office hours: By appointment only

TEXTBOOK and RESOURCES

Required: Davis, W., Gfeller, K., & Thaut, M. (1999). *An introduction to music therapy: Theory and practice (2nd Ed.)*. Boston: McGraw-Hill.

Levitin, D. (2006). *This is your brain on music: The science of a human obsession*. New York: Plume.

Additional assigned reading materials will be provided in class.

Access to: Web-based learning materials accessible through rSmartSAKAI CLE at:
<https://courses.shepherd.edu/xsl-portal>

Recommended: American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th Ed.)*. Washington: Author.

Support Resources: Students are strongly encouraged to use resources of the university to meet their academic goals. This includes scheduling individual appointments with the instructor if you are having difficulty with course content. Using the library for research (both online and print resources), further reading, and assistance with research strategies. The Academic Support Center (Mondays through Fridays 8:00 am - 4:30 pm, Knutti Hall 114) provides assistance in developing studying skills, tutoring, and writing support as well as other individualized services. If you have questions ask your instructor, academic advisor, or fellow students. Your Student Handbook is also a valuable resource.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

- (1) define music therapy;
- (2) describe current education and training requirements for music therapy practice;

- (3) distinguish between clinical music therapy practice and other music practitioners;
- (4) describe historical origins of the field and profession of music therapy;
- (5) explain basic elements of human responses to music;
- (6) describe characteristics and needs of clinical populations commonly served by music therapists;
- (7) identify the basic elements of music therapy treatment processes;
- (8) understand basic components of current research methods/practices in the field of music therapy;
- (9) engage in active and passive music making experiences and develop written analyses of these experiences; and
- (10) synthesize course content and learning activities on selected music therapy topics in written format.

COURSE POLICIES and STUDENT RESPONSIBILITIES
(Expectations, Attendance, Participation, Special Needs, Grades)

Policies not specified further in this syllabus will follow Shepherd University's Undergraduate Catalog and/or Student Handbook.

Learning Activities and Expectations: This class will consist of several types of learning experiences including didactic lecture presentations, written activities, cooperative learning activities, attendance at designated outside class activities (details will be provided) and web-based learning activities. Students should expect to devote at least 3 hours per week outside of class to reading and other outside coursework.

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook. Any work submitted by a student in this course for academic credit will be the student's own work. Penalty for violation of this can also be extended to include failure of the course and University disciplinary action.

You are encouraged to study together and to discuss information and concepts covered in class with other students. You can give "consulting" help to or receive "consulting" help from such students. Students may share notes but may not take credit for writing those notes when they have not done so.

During examinations, you must do your own work.

Shepherd Late Work and Late Exams Policy: Late work is not accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. The instructor reserves the right to deny the request. If you are involved in approved University activities that require you to miss class you **MUST** inform the

instructor of planned absences.

Since exams for this course will be completed online, students are provided with flexibility in completing those exams. However, exams MUST be completed by the next scheduled class meeting following the completion of that assigned content area (see Exams under Assessment Procedures). Exams completed after the scheduled completion date will be graded with a 5% penalty for that exam.

Accommodations for students with disabilities: The instructor will be available by appointment only to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three (3) weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Disability Support Services to verify their eligibility for appropriate accommodations. More information can be found at: <http://www.shepherd.edu/mcssweb/disabilities/index.htm> and is included in your handbook.

Attendance and Participation: Students are expected to attend class as described in the current undergraduate catalog. In order to be an active learner it is expected that each student will be able to engage in classroom discussions by responding to questions from the instructor and others that may arise from the discussions. To be prepared to respond to questions it is imperative that the assigned readings be completed prior to the class meetings. Attendance at class is considered part of your participation. Class participation will also include student participation in small group exercises, completing in class activities/handouts, and completion of other assigned activities. Class cancellations due to inclement weather will follow university policies.

Student Responsibilities: If you have any questions about the course content or this syllabus it is your responsibility to bring your questions to the instructor's attention. The syllabus is subject to alteration depending on the needs of the class.

Students are expected to complete the exams by the scheduled date. If you are in need of accommodations for your participation in this course it is your responsibility to inform the instructor as soon as possible.

It is your responsibility to ensure you are officially enrolled in this course. If you choose not to complete this course you MUST officially withdraw or you will receive a failing grade. Key dates for the university are available online on the Academic Calendar page.

Learning is a life long process. I hope this course will assist you in developing a desire to continue to learn and think critically about our world.

Grades: The University grading scale will be used in posting of the final grades for this course.

A	Superior	90-100%
B	Good	80-89%
C	Average	70-79%
D	Below Average, lowest passing grade	60-69%
F	Failure	59% or less
I	Incomplete, must be completed by date registered on incomplete form	
I/F	Failure to complete an incomplete course satisfactorily, or by stated deadline	
IF	Failure due to irregular withdrawal	
W	Withdraw without grade point penalty	
P	Pass	60% or above
AU	Audit	
CR	Credit only awarded	

Incomplete Grades: A grade of incomplete may be given to a student who has satisfactorily completed most of the requirements for a course, but because of illness or other extenuating circumstances, has not completed all of the requirements. All incomplete grades must be accompanied by a form provided by the Office of the Registrar and completed by the instructor and, if possible, signed by the student (see Student Handbook and University Catalog for further details/procedures).

ASSESSMENT PROCEDURES

(Quizzes, exams, assignments/papers, and participation)

Quizzes/Exams: There will be **one exam/quiz each week there is a scheduled class.** These exams are to be completed online and be completed prior to the next scheduled class. Content for the exams is based primarily on materials in the assigned textbook (Davis, Gfeller, & Thaut) and assigned readings. The exams use multiple choice questions. These exams will account for **35%** of your grade. The final exam will be a comprehensive exam. **This exam will account for 5% of your grade.**

If the class achieves an overall percentage average of at least 80% on the online exams the final exam will be omitted and each student's mean score for the chapter exams will be used to account for the final exam grade (5% of course grade).

If there are any special exam needs you should inform the instructor prior to the first exam. Cheating will not be tolerated and academic honesty is expected.

Class Participation: Class participation will account for **45%** of the student's grade. Class participation includes but is not limited to:

1. contributions to class discussions/lectures (e.g., asking questions),
2. music experiences (see below)

3. small group activities,
4. un-graded in class quick quizzes,
5. utilization of online content materials,
6. attendance,
7. other assignments may include short writing projects, web-based activities, or other tasks and may be given throughout the semester.

Details for item #7 (Other Assignments) will be provided in class and/or via electronic communications media.

Small groups may be formed in class and these groups will engage in a range of discussions and activities during class sessions. (These groups may also meet independently of class to prepare for class, e.g., study group). Typically, each group will be expected to report to the class based on their small group activities. In class activities may also include writing brief reaction papers and un-graded quick quizzes.

Music Experiences: (part of class participation): Students will be expected to engage in music experiences both in the classroom and outside the classroom. External music experiences are available in the community (either on-campus or off-campus). These may include concerts, participation in formal and/or informal music performance groups, or other music-based activities. A 2-3 page written commentary on potential music therapy applications is to be completed for one of these experiences. Students will also provide a brief in class presentation-discussion of the music experience 5-10 minute presentation and 10-15 minute discussion. The presentation dates will be determined by mutual agreement between instructor and student during the first 3 weeks of the semester. *Further details on the written commentary and presentation will be provided in class.*

Research Paper/Annotated Bibliography will account for 15% of the students grade

Research Paper (15%)

Option 1: Students are expected to complete one (1) research paper (7-10 pages, excluding references) on a topic related to the field of music therapy. Approval of the topic will be made by the instructor. The paper **MUST** be submitted following the writing guidelines detailed in the Publication Manual of the American Psychological Association 5th Ed. (APA Style Guide). You must cite at least five (5) scholarly references besides the textbook. Examples of scholarly references would include music therapy or music education journals, social science journals, or academic encyclopedias and/or dictionaries. Magazines and newspapers are not considered scholarly references but they may be used in addition to the scholarly references. Examples of the correct reference and citation method will be provided and will be posted in the online portion of this class under Course Information.

Ideas that are borrowed from other sources and are not your own should be referenced giving credit to those authors whose work you are citing. Failure to do so will result in a failing grade on your paper. Also, refer to the university's catalog for guidance related to plagiarism. If you have questions about your paper contact the instructor. The instructor will be available to read drafts of papers for feedback and comment. Feedback cannot be given in a timely manner in the three days prior to the due date, so ask for assistance before then. The paper should follow the following format:

- I. Title page (title, name, course, date, running head, and institution)
- II. Introduction of topic
- III. Core material and discussion
- IV. Conclusions about your topic
- V. References

The paper must be double spaced using a separate page for the title page and references. Staple the research papers in the upper left corner. Do NOT put the paper in any binder or folder. Students are encouraged to utilize the resources available through the university for assistance in writing papers. The grades for the papers will include a review for correct grammar and spelling. Grades for papers turned in at the class the week before the due date will earn an extra 5 points to the paper grade. Grades for late papers will be decreased by 5 points per day if they are turned in after the due date.

Option 2: Students who wish to complete an Annotated Bibliography on a specific music therapy related topic may do so in place of the research paper. The annotated bibliography MUST include a brief summary of at least ten (10) research articles related to the chosen psychological disorder and include references using APA Style Guide. The bibliography should include information on each research article (e.g., research method used, sample/study participants, purpose of research, results, and conclusions). The summary cannot be quoted from the Abstract of the research article. An annotated bibliography can provide a basis of a literature review for future research activities. The paper must be double spaced using a separate page for the title page. References should be placed prior to the summary of the article. Staple the papers in the upper left corner. Do NOT put the paper in any binder or folder. Grades for annotated bibliographies turned in at the class the week before the due date will earn an extra 5 points to the paper grade. Grades for late annotated bibliographies will be decreased by 5 points per day if they are turned in after the due date.

Course Schedule

<i>Class sessions date:</i>	<i>Topic</i>	<i>Reading assignment</i>
August 20	Introduction to Course	None
August 27	Clinical Practice in MT & Historical Overview	Ch. 1 & 2, Davis, Gfeller, & Thaut; Chap. 1 & 2; Levitin
September 3	Music: A Therapeutic Intervention	Ch. 3 - Davis, Gfeller, & Thaut; Ch. 3 & 4, Levitin
September 10	Populations Served by Music Therapist: Brief Overview Research in MT	Ch.4 & 5, Levitin Ch. 15, Davis, Gfeller, & Thaut
September 17	MT: Mental Retardation	Ch. 4 - Davis, Gfeller, & Thaut; Ch. 6 & 7, Levitin
September 24	Psychology of Music	Ch. 8 & 9, Levitin
October 1	MT: Psychiatric Disorders	Ch.5, Davis, Gfeller, & Thaut
October 8	MT: Older Adult Populations	Ch. 6, Davis, Gfeller, & Thaut
October 15	MT: Children with Physical Disabilities; Children with Autism	Ch. 7 & 8, Davis, Gfeller, & Thaut
October 22	MT: Sensory Disorders	Ch. 9 Davis, Gfeller, & Thaut
October 29	MT: Medical Conditions	Ch. 10, Davis, Gfeller, & Thaut
November 5	MT: Neurological Rehabilitation	Ch. 11, Davis, Gfeller, & Thaut
November 12	MT: In Correctional Settings <i>Research Papers due</i>	Ch. 12, Davis, Gfeller, & Thaut
November 19	MT: School Settings	Ch. 13, Davis, Gfeller, & Thaut
November 26	Thanksgiving Break - No Class	
December 3	Professional Roles in MT and Course Review	Ch. 14, Davis, Gfeller, & Thaut
Week of December 8-12	Final Exam - Date & Time, TBA	

Syllabus is subject to change at the discretion of the instructor

Passive acceptance of the teacher's wisdom is easy to most people. It involves no effort of independent thought, and seems rational because the teacher knows more than his pupils; it is moreover the way to win the favour of the teacher unless he is a very exceptional man. Yet the habit of passive acceptance is a disastrous one in later life. It causes one to seek and to accept a leader, and to accept as a leader whoever is established in that position. Adapted from: **Bertrand Russell**, *British author, mathematician, & philosopher (1872 - 1970)*