

COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: MT 360	
INSTRUCTOR:	COURSE TITLE: Music Therapy I	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three and a half hours of class time, plus an additional half hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

The first half of this course introduces the development of music therapy throughout the world, including therapeutic perspectives, clientele and approaches of Music Therapy pioneers and current practitioners. Each approach presented is contextualized within traditional schools of therapy. To deepen understanding of the values, practices, challenges and ethics of therapy, students reflect on their life experience as it relates to material in this course. The second half introduces students to the range of theoretical constructs, applied models and approaches that will prepare students for their first practicum with elders in long-term care. This includes handouts, video, clinical examples, and discussion of clinical practice with elders in the community and in long-term care. Models of care and treatment such as personhood, validation therapy, gentle care and the Eden Alternative are introduced.

REQUIRED TEXTS AND/OR RESOURCES

Clair, A., & Memmott, J. (2008). *Therapeutic use of music with older adults*. (2nd Ed.). Silver Springs, MD: American Music Therapy Association

Required readings:

An article from the *Journal of Music Therapy* (pre-1966)
 Reading sets as shown on MT360 eLearn site.

Recommended readings:

See MT 360 eLearn site.

COURSE STUDENT LEARNING OUTCOMES

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

1. Articulate several rationales for using music as a therapeutic medium in music therapy;
2. Identify and discuss theories and approaches used by specific music therapy pioneers and schools of therapy in various historic periods;
3. Describe the range of approaches and literature of music therapy with various clientele, with an emphasis on older adults in the second part;
4. Describe the theory and practice of music therapy with a variety of populations and clinical conditions and specifically within the adult and older adult population in the second part of the course;
5. Expand knowledge of the community care system in BC;
6. Identify and discuss how music therapy addresses needs of older adults in dementia care, end of life care, rehabilitative care, and mental health care;
7. Identify and examine issues such as ageism, ableism, loss, agency, and capability; and
8. Articulate models of care, person-centred approaches, and peer support and mentorship models commonly found in long-term complex care;
9. Critically examine issues of concern for adults as they age, including complicated grief, Medical assistance in dying (MAID), identity, social determinants of health;
10. Experience and articulate how music therapists work as an active member of the interdisciplinary team;
11. Articulate and begin to integrate relevant clinical concepts, awareness, and skills into their identity as a music therapist; and
12. Become a reflective learner and practitioner by identifying personal resources and values and integrating with clinical learning.

COURSE CONTENT

Week	Content	Assignments, Readings, Papers Due
1	Introduction to Music Therapy	
2	The Field of Music Therapy	
3	Historic Development of Music Therapy	Music Therapy journal article (pre 1966) – share short summary in class.
4	Music Therapy Pioneers	
5	Schools of MT: Analytic and Behaviorist	
6	Canadian MT, Humanist School and Current Trends	
7	Midterm Exam	Personal Position Paper
8	Overview of long-term care in BC Music therapy and seniors in the community	Read chapter 2 of Clair and Memmott book

9	Music therapy and dementia I Validation Therapy, Gentle Care Introduce care conference presentation/groups	Read chapter 3 of Clair and Memmott; post your responses in forum
10	Music therapy and dementia II Personhood, Eden Alternative Care conference groups #2	
11	Music therapy in late stage dementia and end of life care in long-term care Complicated grief, Hello Space model Care conference groups #3	Read chapter 7 p. 208-213 of Clair and Memmott book; post your responses in forum
12	Music therapy and rehabilitation in long-term care Neurologic Music Therapy techniques	Read chapter 8 p. 227-249 of Clair and Memmott book.
13	Music therapy and mental health in long-term care Completion of course	Read chapter 4 p. 103-107; p. 110-127 of Clair and Memmott book Care conference final written assignment
14-15	Final Exam Period	

EVALUATION PROFILE

Personal Position Paper	16%
Midterm Exam	30%
Care conference group presentation	15%
Forum Posts (3 at 5%)	15%
Final reflective paper	15%
Professionalism	9%
TOTAL	100%

ASSIGNMENTS

Journal Article presentation: Choose an article from sign-up list (in class). Be ready to present key aspects of your article that are typical of “the era”.

Personal Position Paper: Part A: Give a short presentation of (at least 5) distinctly different music therapy professionals, perspectives and/or approaches that particularly interest you.

Part B: For each topic presented, clearly demonstrate your self-awareness by identifying why they have engaged your interest (e.g. link your interest in each topic to your personality and/or life experience).

Care conference group presentation: During class, small groups will prepare and present a clinical report in an oral “care conference” style interdisciplinary team meeting. This includes a brief preliminary proposal, an in-class group presentation and a final written assignment.

Forum Posts for chapter readings: Students are expected to read each required chapter in the Clair and Memmott text. Forum posts for chapter 3 and 7 are required and students have the choice of posting for either chapter 4 or 8.

Final reflective paper: Building on content, awareness, articles, and learning from class discussion, readings, and assignments this term, students will create a reflective paper that is an immersive experience of projecting life as an older adult, using current literature and class discussions as a framework.

Professionalism

The professionalism mark will reflect consistent attendance, punctuality and involvement during lecture, class discussions and the rest of the class. Punctuality includes returning from breaks on time. Involvement includes frequency and relevance of student's comments and questions, including attentiveness, demonstrating insight and inquiry into topic being discussed and an attitude of professionalism. Preparing the readings will support a student's ability to participate and present a professional manner.

GRADING PROFILE

A+ = 90-100%	B+ = 77-79%	C+ = 67-69%	D = 50-59%
A = 85-89%	B = 73-76%	C = 63-66%	F = 0-49%
A- = 80-84%	B- = 70-72%	C- = 60-62%	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Marks will be deducted for the late submission of assignments. The penalty for the late submission of an assignment is .5 of a mark per day. After one week, late assignments will not be accepted.

Missed Exams/Quizzes/Labs etc.

Students will be allowed to make-up exams and quizzes only under the following conditions: if a doctor's certificate of illness is provided; if, in the case of the death of a close family member, a death certificate is provided; if prior approval of the instructor has been obtained.

Attendance

Attendance is essential. Students missing more than two classes can expect a faculty review and may receive no credit.

English Usage

English usage must be clear and grammatically correct.

Electronic Devices

Students may use electronic devices during class for note-taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using their preferred email address. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Continuance in the Music Therapy program is contingent upon a successful level of completion in academic, clinical and personal areas, as jointly assessed by faculty each term. Consult the Coordinator or the Student Handbook for more information.