

COURSE OUTLINE		
TERM: Spring 2021		COURSE NO: MT 361
INSTRUCTORS:		COURSE TITLE: Music Therapy II
OFFICE:	LOCAL:	SECTION NO(S):
E-MAIL:		
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 on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

MT 360

CALENDAR DESCRIPTION

This course presents three music therapy styles across the lifespan with a focus on theory, analysis, and practice. Included are Developmental Music Therapy, Nordoff/Robbins improvisational style, and the use of music therapy in in-patient psychotherapy. Students will expand their knowledge of the music therapy literature, critically examine different techniques presented, continue to identify personal resources and values in order to develop their own styles of working, participate in class activity sessions to assess personal and clinical implications of the techniques presented, expand skills in instrumental improvisation, expand music therapy skills in individual and group settings with children in educational settings and adult inpatient psychiatry, and understand and explore their own mental health issues in relationship to practice.

REQUIRED TEXTS AND/OR RESOURCES

Required Readings

- Bruscia, K. (1991). Musical origins: Developmental foundations for therapy. *Proceedings of the Eighteenth Annual Conference of the Canadian Association for Music Therapy*, 2-10.
- Edwards, J. (2011). The use of music therapy to promote attachment between parents and infants. *Arts in Psychotherapy*, 38(3), 190-195. doi: 10.1016/j.aip.2011.05.002.
- Grob, H. (1990). The use of music therapy and paraverbal techniques with children afflicted with AIDS. *Proceedings of the Seventeenth Annual Conference of the Canadian Association for Music Therapy*, 4-11.
- Hense, C., and McFerran, K. (2017). Promoting young people's musical identities to facilitate

- recovery from mental illness. *Journal of Youth Studies*, doi:10.1080/13676261.2017.1287888
- Nordoff, P., and Robbins, C. (2007). *Creative Music Therapy (2nd ed.)*. Text and CD set. Gilsum, NH: Barcelona Publishers.
- Solli, H. P. (2015). Battling illness with wellness: A qualitative case study of a young rapper's experiences with music therapy. *Nordic Journal of Music Therapy*, 24(3), 204-231. doi:10.1080/08098131.2014.907334
- Wheeler, B., & Stultz, S. (2008). Using typical infant development to inform music therapy with children with disabilities. *Early Childhood Education Journal*, 35, 585-591.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

Instructional:

- a. critically expand their knowledge and application of the music therapy literature;
- b. critically examine different techniques presented;
- c. continue to identify personal resources and values in order to develop their own styles of working;
- d. participate in class activity sessions to assess personal and clinical implications of the techniques presented;
- e. apply acquired skills in instrumental improvisation;
- f. apply music therapy skills in individual and group settings in long-term care, with children, and adult inpatient mental health and addictions; and
- g. apply a basic understanding of therapeutic boundaries.

COURSE CONTENT

Improvisation in the piano lab will be added to class lectures and discussions to illustrate and practice different styles and techniques. Guest lecturers will add their expertise.

Unit 1: The Nordoff-Robbins approach: clinical improvisation.

Unit 2: Inpatient music therapy: psychiatric models and fundamental approaches.

Unit 3: Developmental Music Therapy: a developmental framework of music therapy.

Week	Content	Assignment
1	The Nordoff-Robbins approach	
2	Nordoff-Robbins lab in Fir 103 piano lab Introduction to MT for mental health	N-R Reading/Listening #1 (Unit 1)
3	Nordoff-Robbins lab MT for mental health	N-R Reading/Listening #2 (Unit 1) Solli article (Unit 2)
4	Nordoff-Robbins lab MT for mental health	N-R Reading/Listening #3 (Unit 1) In-class quiz (CE 124) on material to date (Unit II)
5	Nordoff-Robbins lab MT for mental health	N-R Reading/Listening #4 (Unit 1) Rap & mental health (Unit 2)
6	MT for mental health	Rap & mental health (Unit 2) continued
7	Nordoff-Robbins lab Developmental Music Therapy	N-R Reading/Listening #5 (Unit 1) N-R Recording Project #1 (Unit 1) Bruscia article (Unit 3)

8	Nordoff-Robbins lab Developmental Music Therapy	N-R Reading/Listening #6 (Unit 1) Grob article (Unit 3)
9	Nordoff-Robbins lab Developmental Music Therapy	N-R Reading/Listening #7 (Unit 1) In-class Presentation (Unit 3)
10	Nordoff-Robbins lab Developmental Music Therapy	N-R Reading/Listening #8 (Unit 1) Edwards article (Unit 3)
11	Nordoff-Robbins lab The Nordoff-Robbins Approach	N-R Reading/Listening #9 (Unit 1)
12	Developmental Music Therapy	Wheeler and Stultz article (Unit 3)
13	Developmental Music Therapy	McFerrin et al., article (Unit 3) Take-home Exam handed out (Unit 3) N-R Recording Project #2 (Unit 1)
14-15	Final Exam period	

EVALUATION PROFILE

1. N-R Improvisation Recorded Projects x 2 @ 10% each (Unit I).....	20%
2. In-class quiz on material to date (Unit II).....	15%
3. Personal rap song for mental health with counselling (Unit II).....	25%
4. In-Class Presentation (Unit III).....	15%
5. Take-home Exam (Unit III)	25%
TOTAL	100%

1. N-R Improvisation Recorded Projects (2) (Unit I).
Application of piano lab work in simulated client/therapist dyads, with a written analysis.
2. In-class quiz on material to date (Unit II).
3. Personal rap song for mental health creation and performance coupled with a peer therapist providing a counselling component (Unit II). 25%
4. In-Class Presentation (Unit III). Create a 5-minute in-class presentation for a practicum client including developing a dual-dependent rhythmic motor task based on the Grob article.
5. Take-home Exam (Unit III). Complete a take-home exam that synthesizes the readings and information from Unit III.

Participation

Participation is both the frequency and quality of the student’s comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight and clarity of remarks. Preparing the required readings will support a student’s ability to participate.

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”) will be given only if there is an arrangement or a written request approved by the instructor prior to the last class in the course or the last week of class.

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 either their official Capilano University email or eLearn; please check both regularly. 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.capilano.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

Program Continuance

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.