

Introduction to Music Therapy, Fall 2018

MED 159: 2 credits

Instructor	Kimberly Sena Moore, Ph.D., MT-BC Office PLF N304 305/284-3943 ksenamoore@miami.edu
Office Hours	Office hours can be arranged by appointment.
Class Schedule	MW 1:25-2:15 pm, WML 210
Description	An overview of the field of music therapy, including history, theory, and clinical practice. Includes field observations.
Prerequisites	Open to undergraduate music therapy students and students in the masters/equivalency in music therapy degree
Course Objectives	<p>Through this course, students are expected to demonstrate progress toward meeting professional competencies set forth by the American Music Therapy Association (AMTA), and develop practice knowledge outlined in the Certification Board for Music Therapists' (CBMT) <i>Board Certification Domains</i>. Upon successful course completion, students will be able to:</p> <ol style="list-style-type: none">1. Relate basic information of the psychological and physiological basis of music as therapy (AMTA 10.5; CBMT II.A.2)2. Describe characteristics associated with various clinical populations and settings, such as developmental disabilities, older adults, psychiatric disorders, and medical settings (AMTA 7.1, 7.2; CBMT I.B.3)3. Explain how music therapy can help children and adults in different areas of practice, such as developmental, educational, medical, rehabilitative, behavioral health, and wellness care (AMTA 10.1; CBMT II.A.2)4. Describe clinical behaviors objectively (AMTA 15.3; CBMT III.A.2)5. Relate basic knowledge about music therapy research (AMTA 20.2; CBMT IV.A.2)6. Demonstrate adherence to the code of ethics (AMTA 17.1; CBMT IV.B)7. Identify professional music therapy organizations and explain their role in the profession (AMTA 17.14)

This course incorporates the following throughlines adopted by the Frost School of Music:



Instructional Methodology

Flipped classroom, video lectures, interactive discussions, small group projects, video and field observations, and other interactive activities

Required Text Wheeler, B. L., Ed. (2015). *Music therapy handbook*. New York, NY: The Guilford Press. ISBN: 978-1-4625-1803-6 (estimated cost: \$60)

Additional readings will be made available through the course's Blackboard site accessible via courses.miami.edu

Assignments and Assessments

All written assignments must be typed in Microsoft Word, unless otherwise indicated. Dues dates for course lectures, readings, assignments, and quizzes are listed on the course calendar; however, dates are subject to change and will be verified in class. All paperwork, assignments, and quizzes are expected ***by the start of class*** (either in class or on Blackboard) on the due date without exception. Assignments should not be turned in to the instructor's office, mailbox, or email. ***Any assignment submitted beyond the assigned due date or start of class time will automatically have 50% off the earned points deducted. Any assignment not submitted as a Word or pdf file will automatically have 10% off the earned points deducted.***

Course Lectures: This course will be taught in a flipped classroom model, meaning students will watch video lectures on the day that topic is listed in the the course schedule. Course lectures will be made available through Vimeo and links to the lectures will be listed on Blackboard. Students will earn credit for participation through the writing activities described below. (Assesses objectives 1-7)

Writing Activities: Students should come to class having completed the assigned reading and watched the assigned lecture. At the beginning of most classes, students will participate in a short writing activity on the reading, video lecture, or topic of the day. Although these writing activities will not always be submitted, students will earn points (2 points per writing activity) for completing each one. (Assesses objectives 1, 2, 3, 5, 6, and 7)

Clinical Observations: Each student will observe a music therapist facilitating a music therapy session with child or adult clients in an individual or group setting, then write and submit a brief written report following the observation. Two (2) clinical observation assignments will be submitted during the semester. ***Students must observe at least one live music therapy session.*** Video footage of music therapy sessions will be made available for the other observation assignment. Students are encouraged to observe in the community in small groups of two, when possible. Additional details for this assignment, including a list of video recordings and local music therapy clinicians whom students can observe, will be given in class. (Assesses objectives 2, 3, 4, and 6)

Case Studies: During the course of the semester, you will read, summarize, and present on a music therapy case study. The case studies, selected by the instructor, will be available either as a reserve book in the Weeks Music Library, or online and free-of-charge through the University of Miami Libraries catalog. Detailed instructions for completing this assignment will be provided in class. (Assesses objectives 2-4)

Written Assignments: Throughout the semester students will be assigned other written assignments, such as reflection papers. These assignments provide an opportunity for students to integrate concepts and information learned in class, as well as reflect on personal thoughts, feelings, and associations related to course content. Detailed instructions for completing these assignments will be provided in class. (Assesses objectives 1-3)

Quizzes: This course is divided into eight (8) modules. Following each module, students will complete a short quiz through Blackboard. The purpose of these quizzes is to provide the students opportunities to demonstrate basic knowledge learned in the course and to integrate course concepts. Additional details will be provided in class. (Assesses objectives 1, 2, 3, 5, 6, and 7)

Grading Scale

98 – 100 = A+	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	Below 60 = F
94 – 97 = A	84 – 86 = B	74 – 76 = C	64 – 66 = D	
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	60 – 63 = D-	

NOTE: A grade of "C" or higher is required in this course.

Course Policies

Participation: The Frost School of Music values the presence and participation in class of the student as essential elements of the learning experience. Courses are experiential and participatory. The value of the course lies in preparing for, listening to, and participating in all class experiences. It is impossible for a student to make up a missed class with outside resources. Therefore, it is expected that students *attend every class, arriving on time*.

80% Attendance Rule: The Frost School of Music maintains a firm 80% policy regarding attendance. That is, a student who fails to attend *at least 80%* of class sessions does not qualify as having completed the course and will not receive a passing grade. It is the **student's responsibility** to access any information missed from an absence. Make-up assignments can be given if students provide written documentation to validate their inability to complete the assignment at the scheduled time (e.g. a doctor's note). This does not extend to the beginning of class writing activities; these cannot be made up. Should students be unable to provide written documentation validating their absence on the day of an exam or scheduled assignment, they will receive a score of "0" for that exam or assignment.

Honor Code: Students will be bound by the University of Miami Honor Code: http://dosso.studentaffairs.miami.edu/assets/pdf/honor-council/undergrad_honorcode.pdf Academic dishonesty may result in a lower grade or a failing grade for the entire course.

Tutoring: Tutoring services are available. For more information, visit the Camner Center for Academic Resources: <https://camnercenter.miami.edu/> For writing assistance, visit the UM Writing Center: <http://www.as.miami.edu/writingcenter/>

Disabilities: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Office of Disability Services at the beginning of the semester and provide the instructor with the necessary documentation: <http://camnercenter.miami.edu/disability-services/index.html>

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MED 159: Introduction to Music Therapy

Fall 2018

Please note: *This schedule is subject to revision at the instructor's discretion.*

R = Reading (*Students should read the content PRIOR to class on the day listed*)

L = Lecture (*Students should watch the course lecture PRIOR to class on the day listed*)

DUE = Assignment DUE by start of class (*Late assignments receive an automatic deduction. See assessment policy.*)

Bb = Blackboard

Wheeler= Wheeler *Music Therapy Handbook* text

DATE	TOPIC	READINGS/ASSIGNMENT DUE
<i>Module 1: What is Music Therapy?</i>		
August	M20 Introduction to the Course	
	W22 What is Music Therapy?	L: What is Music Therapy? R: Wheeler Ch. 1 R(Bb): Bruscia Ch. 3
	M27 History of Music Therapy	L: History of MT R: Wheeler Ch. 2
<i>Module 2: Psychology of Music</i>		
	W29 Psychology of Music	L: Psychology of Music I R(Bb): Sena Moore chapter (2018) DUE: Quiz
September	M3 <i>NO CLASS - Labor Day</i>	
	W5 Psychology of Music (cont.)	L: Psychology of Music II R(Bb): DGT Ch. 3 (pgs. 54-57, 61-67)
	M10 Reflection paper discussions	DUE: Reflection paper 1
<i>Module 3: Music Therapy Practice - Developmental</i>		
	W12 Music Therapy and ID	L: MT and ID R: Wheeler Ch. 22 DUE: Quiz 2
	M17 Music Therapy and ASD	L: MT and ASD R: Wheeler Ch. 23
	W19 Music Therapy and ASD (cont.)	R(Bb): <i>The Reason I Jump</i> introduction DUE: Autism Q&A
	M24 Case study presentations	DUE: Case Study (Cohort 1)
<i>Module 4: Music Therapy Practice - Medical Care</i>		

	W26	Music Therapy in Medical Care	L: MT in Medical Care I R: Wheeler Ch. 35 DUE: Quiz 3
October	M1	Music Therapy in Medical Care (cont.) Q&A with Hilary Yip, MT-BC	R: Wheeler Ch. 34
	W3	Music Therapy in Medical Care (cont.)	L: MT in Medical Care II R: Wheeler Ch. 33
<i>Module 5: Music Therapy Practice - Neurorehabilitation and Mental Health</i>			
	M8	Music Therapy and Neurorehab	L: MT and Neurorehab R: Wheeler Ch. 36 DUE: Quiz 4
	W10	Music Therapy and Neurorehab (cont.)	DUE: Clinical Observation 1
	M15	Music Therapy and Behavioral Health	L: MT in Behavioral Health R: Wheeler Ch. 27
	W17	Case study presentations	DUE: Case study (Cohort 2)
<i>Module 6: Music Therapy Practice - Aging and Hospice</i>			
	M22	Music Therapy and Aging	L: MT and aging R: Wheeler Ch. 29 DUE: Quiz 5
	W24	Music Therapy and Hospice	L: MT and Hospice R: Wheeler Ch. 37
	M29	Case study presentations	DUE: Case Study (Cohort 3)
	W31	Music Therapy and Hospice (cont.) Q&A with Jenny Denk, MT-BC	DUE: Hospice Q&A
<i>Module 7: Music Therapy Research and Emerging Practice</i>			
November	M5	Music Therapy Research	L: Research & EBP R (Bb): Wheeler & Murphy Ch. 1 R(Bb): What is EBP? DUE: Quiz 6
	W7	Emerging Practice (<i>NO CLASS</i>)	L: Emerging Practice R(Bb): AMTA white paper on MT and the Military
	M12	Emerging Practice (cont.)	DUE: Blackboard Discussion R(Bb): Blaustein & Kinniburgh Ch. 1
	W14	<i>NO CLASS - AMTA Conference</i>	DUE: Clinical Observation 2
	M19	<i>NO CLASS - Thanksgiving Break</i>	

W21 *NO CLASS - Thanksgiving Break*

Module 8: Current Trends

M26 Current trends

L: Current Issues in MT

R(Bb): Sena Moore 2015 article

R(Bb): *Scope of Music Therapy Practice*

DUE: Quiz 7

W28 Current trends (cont.)

R(Bb): *The Atlantic* article

R(Bb): *Psychology Today* blog post

December M3 MT Definitions Role Plays

DUE: MT Definitions

DUE: Quiz 8

W12 Final Exam (2:00-4:30)

DUE: Reflection paper 2