Special Topics in Music Education:  
Introduction to Music Therapy – MUS 3861B  
Winter 2017 (Revised Jan. 9th)

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Office Hour: Wednesdays from 2:30 – 3:30 or by appointment  
Office Location: TC 323

COURSE SCHEDULE:  
Mondays from 1:30 – 3:30 in **TC 101** and Wednesdays from 1:30 – 2:30 in **TC 307**.

COURSE DESCRIPTION:  
Recognizing that knowledge of music therapy practice contributes to the musician’s awareness of music’s various roles in society, this course will develop students’ critical understanding of the discipline of music therapy. Through exploration of theory and practice within music therapy, students will explore the broad range of contexts in which music therapists work, the various theoretical frameworks that inform their work, and the clinical-musical models and techniques they draw upon, gaining an appreciation of the scope of music therapy practice in Canada and internationally. Recognizing also that the fields of music therapy and music education have distinct differences and areas of common ground, this course will explore theoretical and practical connections between music therapy and music education relevant to the music educator.

COURSE OBJECTIVES:

During this course, students will:
- Develop a critical understanding of a variety of theoretical frameworks, models and techniques of music therapy;
- Investigate and evaluate prominent music therapy scholarly literature;
- Distinguish between music therapy, the therapeutic use of music, and music education, defining each and explaining critical differences and meeting places;
- Experience first-hand and reflect upon the significance of various musical interventions;
- Develop and create practical resources, based in techniques of music therapy, for use in special music education settings.

REQUIRED TEXTS:

Meadows, A. (Ed.). *Developments in music therapy practice: Case study perspectives*.  
Gilsum, NH: Barcelona Publishers.

Both texts are available for purchase at the UWO Bookstore and will also be available on reserve at the Music Library. The Meadows text is also available for purchase in electronic format at www.barcelonapublishers.com (note that this site’s prices are in US Dollars). Articles and book chapters will be provided on OWL to supplement readings from these texts.

EVALUATION:

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<tr>
<th>Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Critical Reflections</td>
<td>40% (4 x 10%)</td>
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<tr>
<td>Song-based Activity: Creation and Presentation</td>
<td>25%</td>
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<tr>
<td>Final Reflective Paper</td>
<td>25%</td>
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The “participation” component of the grade includes demonstration of familiarity with each week’s assigned readings through participation in class discussions and activities. At times, you will also be required to post in discussion forums on OWL. Attendance at each class is assumed.

ASSIGNMENTS:

Critical Reflections

Choose four classes from which the topics explored are of interest to you. For each of these classes, reflect upon and explore its topic(s) critically, drawing upon your personal experiences, class content/discussions, and at least one assigned reading. You must demonstrate that you have read and thoughtfully considered the readings and you must choose a topic from a class you attended. Use APA format to cite references. You may choose any four weeks of course material provided that reflections are submitted by the deadlines provided. These will be submitted on OWL.

Length: 500 - 750 words each
Due: By the Sunday evening following the chosen classes, and at the latest:
  Reflection #1 – Jan. 29  Reflection #3 – Mar. 19
  Reflection #2 – Feb. 12  Reflection #4 – Apr. 2

Song-based Activity: Creation and Presentation

Based on the theory and techniques discussed in class regarding the therapeutic use of songs, you will compose two original (i.e. the melody and lyrics must be your own) song-based activities that incorporate educational and therapeutic goals and could be used in an inclusive classroom, special education classroom, or music therapy setting. This will be completed in groups of 2-3.

First, choose a grade level, and look at the Ontario Curriculum for that grade: http://www.edu.gov.on.ca/eng/teachers/curriculum.html. For each song-based activity, choose one or two “specific expectations” from the music section of the curriculum that you wish to gear your activity towards. Then, create two therapeutic goals (i.e. non-musical outcomes) that each activity will also accomplish, and create two objectives for each therapeutic goal. From there, create a short song-based activity, similar in style to those in the “Themes for Therapy” text. Be
prepared to workshop one of your song-based activities with the class. Submit a hard-copy of both songs as well as your educational and therapeutic goals for both songs.

Length: Minimum 16 measures (each)
Due: Feb. 13

**Final Critical Paper**

In this paper you will choose and explore an approach, model or theoretical perspective from music therapy practice and then also consider its relevance to music education. Assessment will be based upon your ability to reflect critically and deeply upon the ideas and topics presented in the course as well as those from your chosen additional readings. **Your topic must be approved by the course instructor.** You must draw on at least six sources, at least four of which are not assigned class readings or from assigned course texts. This will be submitted on OWL.

Length: 2000 words
Due: Apr. 7

**COURSE POLICIES:**

**Attendance Policy**

Your punctual attendance and in-class participation are expected and vital to the academic success of all learners. I expect that you will notify me in advance should you need to miss a class. Numerous absences will be forwarded to the department chair. An unexcused absence on the day of your presentation will result in a grade of F for that assignment.

**Submission of Late Assignments**

Percentage deductions (10% per day) will be applied to late assignments. Extensions or alternate dates may be granted on an individual basis, however, you must contact me at least one week in advance of the assignment’s due date.

**Electronic Device Policy**

As evidenced by recent research, student learning is enhanced when laptops are not used in class (Hembrooke & Gay, 2003; Ragan, Jennings, Massey & Doolittle, 2014). I require that laptops, phones, and other electronic devices remain put away during class lectures and discussions (unless of course a specific class activity involves their use). If you require accommodation regarding this policy, please do not hesitate to speak with me.

**One Final Note:**

At times, course readings and class discussions will cover material that some students may find upsetting or disturbing. For example, we will be examining music therapy practice in hospital settings and palliative care, and also learning about work with individuals who have experienced mental health issues and trauma, including sexual trauma. If you ever feel the need to leave the
classroom, you may do so, of course taking responsibility for content that you miss. Should you wish to discuss your reactions to the course material, I would welcome such conversation as a part of our learning, during class or in a scheduled appointment.

ADDITIONAL READINGS
The additional readings listed below are for weeks 1-6. Additional readings for the latter half of the course are TBA. All additional readings will be posted on OWL.


SUGGESTED RESOURCES:

American Music Therapy Association: [www.musictherapy.org](http://www.musictherapy.org)

Canadian Association of Music Therapists: [www.musictherapy.ca](http://www.musictherapy.ca)

College of Registered Psychotherapists of Ontario: [www.crpo.ca](http://www.crpo.ca)

Voices: A World Forum for Music Therapy: [www.voices.no](http://www.voices.no)

(an online, open-access, peer-reviewed journal)

World Federation of Music Therapy: [www.musictherapyworld.net](http://www.musictherapyworld.net)
STUDENT SUPPORT SERVICES:
The following websites may be useful to you in obtaining support during your studies:

The Student Development Centre
The Student Development Centre is home to a variety of services specially designed to meet the needs of undergraduate and graduate students on campus: http://www.sdc.uwo.ca/.

Services for Students with Disabilities
If you require accommodations to meet course objectives because of a documented disability, please make an appointment with SSD as soon as possible so that we can ensure your full participation in the course: http://www.sdc.uwo.ca/ssd/.

Student Services
Within this portal you will find services, application, personal information, along with connections to other services offered to help you during your time here at Western: https://studentservices.uwo.ca/secure/index.cfm/

ACCOMMODATION FOR MEDICAL ILLNESS
The Policy on Accommodation for Medical Illness can be found at www.studentservices.uwo.ca/secure/index.cfm. The University has a new policy on Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/medical.pdf, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.”

UNIVERSITY POLICY ON PLAGIARISM
Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

STATEMENT ON ACADEMIC OFFENCES
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.

STATEMENT ON MENTAL HEALTH
Students that are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a list of options regarding how to obtain help.