



## PAPER OUTLINE 2012

**Paper Code & Title:** NZSM 470 *Music Therapy Principles*  
**Year:** 2012    **Points:** 30  
**CRN:** 17366    **Trimester:** 1    **Campus:** NZSM - Massey Mt Cook  
**Prerequisites:** None  
**Corequisites:** None  
**Restrictions:** NZSM 520, NZSM 491, 133.792

**Key dates:**    Teaching dates: 5 March–8 June 2012  
                          Mid-trimester break: 6–19 April 2012  
                          Study week: 11–15 June 2012  
                          Exam/Assessment period: 15 June–4 July 2012  
                          (where applicable)    *NB: For courses with exams, students must be available to attend the ex33333am at any time during this period.*  
                          Final assessment due date: Friday 22<sup>nd</sup> June 2012  
                          Withdrawal dates: 16 March 2012  
                          *You can withdraw from this course on or before this date with full refund of the course fee by completing an FHSS Change of Course form. After this date, a Fee Reconsideration will only be granted in exceptional circumstances. Information on withdrawals and refunds may be found at:*  
                          <http://www.victoria.ac.nz/home/admisenrol/payments/witdrawlsrefunds.aspx>  
                          *Note that both late withdrawal and course failure may affect your Studylink eligibility. See below for more details.*

**Course Coordinator:** Sarah Hoskyns (Taught 2012 by Morva Croxson)  
**Contact phone:** 04 463-5233 ext 35807    **Email:** sarah.hoskyns@nzsm.ac.nz  
**Office located at:** 1D11, Conservatorium of Music, Mt Cook Campus.  
**Office hours:** SH Thursday 11.30am- 4.30pm Friday 2.30-5.00pm  
                          MC Wed 1.00-1.45pm/ Fri 1.00-1.45pm  
  
**Other staff member(s):** Morva Croxson  
  
**Contact phone:** Wed/Fri 04-463-5233 ext 35807 .  
                          Please email Morva to check about phoning at home on other days.  
                          (Messages Sarah Smythe 463-4762)    **Email:** [M.O.Croxson@massey.ac.nz](mailto:M.O.Croxson@massey.ac.nz)  
  
**Office(s) located at:** 1D 11 (Wed / Fri)  
  
**Tutors:** N/A    **Email:** N/A  
  
**Class times/rooms:** Wednesday, 9:30am–12.30pm/ 1.45pm-3.45pm (Room MUW1D11)  
                          Friday: 9:15am–12.00 noon (Room MUW1D11)  
  
**Workshop times/rooms:** Students will make an individually arranged placement visit in the community, according to their own interest and availability.

**Tutorial times/rooms:** A Library Workshop by Music Librarian Elizabeth Smith will be run in Week 2. Occasional other workshops in class time with visiting specialists (e.g. Gabriele Geschwendtner- movement)  
Occasional tutorials for literature reviews after mid-term break arranged with lecturer within class times.

## **PAPER PRESCRIPTION**

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*Development of the conceptual skills and knowledge to understand the work of a music therapist in a therapeutic team and to identify and respond to varied needs of clients and associated caregivers. (Note: this paper does not entitle students to practise as music therapists.)*

## **COURSE CONTENT & DELIVERY**

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This course comprises two 3-hour lectures and one 2-hour lecture per week (Wednesday a 3-hour followed by a 2-hour; Friday one 3-hour lecture).

Classes for this paper will include a varied format of lecture presentations, themed discussions, student presentations, exercises in music improvisation and reflection, observation/listening to audio and video case material and in depth discussion of varied music therapy texts. Students will also make an individually arranged placement visit, at their own convenience arranged by the lecturer. Class themes will include the following:

- Theory and practice of music therapy with child and adult clients
- Physiological and psychological responses to music explored through improvisation and experiential work
- Current research on appropriate therapeutic methodologies in music
- Assessment of client needs, development and implementation of individual therapeutic plans
- Professional requirements in ethics
- Strategies for observation and write-up of clinical work
- Overview of main clinical diagnoses and aetiologies encountered in music therapy practice in New Zealand, and developing familiarity with theories and law relating to health, welfare, justice, and community sectors
- Group theory and processes
- Readings from music therapy and relevant clinical texts
- Music therapy and clinical journal research readings
- In-class music therapy and related discussions and experiences
- Extensive on-line and library literature research
- Developing the skill of writing summaries and abstracts and building towards a comprehensive literature review on a music therapy topic of the student's approved choice

*See attached course syllabus for more information.*

## READINGS, MATERIALS & EQUIPMENT

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### **Primary course texts recommended for purchase**

***You might like to coordinate shared purchase with other students: we recommend you purchase least one or two – between \$60-90 per text.***

Bunt, L., & Hoskyns, S. (Eds) (2002). *The handbook of music therapy*. London: Brunner/Routledge.

Wigram, T., Pedersen, I. N., & Blonde, L. O. (2002). *A comprehensive guide to music therapy : Theory, clinical practice, research and training*. London: Jessica Kingsley .

Bruscia, K. E. (1991) *Case studies in music therapy*. Gilsum, NH: Barcelona.

McFerran, K. (2010). *Adolescents, music and music therapy: Methods and techniques for clinicians, educators and students*. London, Jessica Kingsley Publishers.

Tomlinson, J., Derrington, P. & Oldfield, A. (2012) *Music therapy in schools: working with children of all ages in mainstream and special education*. London: Jessica Kingsley.

### **All students should become familiar with the use of journal databases via the University libraries at either Massey or Victoria.**

N.B. New and second hand books can be obtained online from <http://www.fishpond.co.nz>; <http://www.footprint.com.au/> (an agent for Jessica Kingsley books) or [www.amazon.com](http://www.amazon.com) . Copies are also available for borrowing from Massey University Library, and some extra copies are located in the department for sharing amongst the group.

### **Valuable support texts/reading (some examples)**

Ansdell, G. (1995) *Music for Life*. London: Jessica Kingsley

American Psychological Association (2002). *Publication manual of the American Psychological Association (5<sup>th</sup> Ed)*. Washington, D.C.: American Psychological Association.

Brooks, M., & O'Rourke, A. (2002). *Opening doors: Music therapy in hospitals and hospices*. Wellington, New Zealand: Wellington Society for Music Therapy.

Bunt, L. (1994) *Music therapy : an art beyond words*. London: Routledge.

Darnley Smith, R. and Patey, H. (2003) *Music Therapy*. London: Sage Publications

Davis, W. B., Gfeller, K. E., & Thaut, M. H. (1999). *An introduction to music therapy theory and practice (2<sup>nd</sup> Ed.)*. Boston: McGraw Hill.

Davies, A. and Richards, E. (2002) *Music therapy and group work: sound company*. London: Jessica Kingsley

Hanser, S. B. (1999). *The new music therapist's handbook*. Boston: Berklee Press.

Oldfield, A. and Flower, C. eds. (2008) *Music Therapy with Children and their Families*, Jessica Kingsley.

Pavlicevic, M. (1999) *Music therapy in context: music meaning and relationship* London: Jessica Kingsley.

Pratt, R. R., & Grocke, D. (1999) *MusicMedicine 3*. Melbourne: University of Melbourne.

Rickson, D. (1999). Music and psychiatry. *Annual Journal of the New Zealand Society for Music Therapy*, 50 – 67. Library & 1D11.

Rickson, D. (2001). A music therapy practice in special education settings in New Zealand. *Annual Journal of the New Zealand Society for Music Therapy*, 26-47. Library & 1D11.

Rickson, D. (2002). Adam: a case study of an adolescent boy. *Annual Journal of the New Zealand Society for Music Therapy*, 51-59.

Wigram T. and de Backer, J. (1999a) *Clinical Applications of Music Therapy in Psychiatry*. London: Jessica Kingsley.

The New Zealand Journal of Music Therapy (published by the New Zealand Society for Music Therapy)

The British Journal of Music Therapy (published jointly by the British Society for Music Therapy and Association of Professional Music Therapists in UK)

### **Additional Recommended On-Line Source Materials:**

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

Music therapy Today access at [www.musictherapyworld.net](http://www.musictherapyworld.net)

Australian Music Therapy association website for publications by Australian music therapists - click on publications pull-down menu [www.austmta.org.au](http://www.austmta.org.au)

Journals on-line:

The Nordic Journal of Music Therapy (*current editions of this journal are available through VUW electronic databases/ hard copies of back editions in Massey Library*)

The Australian Journal of Music Therapy

Journal of Music Therapy (US)

Music Therapy Perspectives (US)

The Arts in Psychotherapy Journal

## **LEARNING OUTCOMES**

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Students who have successfully completed this paper will:

1. Understand developmental, cognitive, and psychodynamic theories in music therapy and ethical procedures in music therapeutic intervention
2. Understand history and current status of music therapy as an international profession
3. Understand and identify key clinical music therapy skills and knowledge, based on accepted practice and research, to work in a therapeutic team
4. Have knowledge of and familiarity with various clinical music therapy populations and needs/disabilities, e.g. infant, child, adolescent, adult, geriatric, and typical music therapy techniques used with those clients
5. Understand various psychological and physiological responses to music, including human perception of sound
6. Become familiar with how to identify, access, analyse, understand, and evaluate music therapy and related research
7. Understand development of music therapy practice in New Zealand and unique cultural aspects of New Zealand music therapy

## ASSESSMENT REQUIREMENTS

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### Approved assessment regime

The following assessment regime for this paper has been approved by the NZSM Academic Committee:

Assessment details for this offering

Students should submit 2 copies of the summative project; 1 hard copy of the earlier course-work requirements plus email submission; and 1 copy of your course file (which will be returned to you).

#### 1) Summative Project

This is a comprehensive literature review of 4- 5,000 words on a music therapy topic of student's choice (approved by instructor) with references presented in current (5th edition) APA style. This literature review will be examined by an internal academic. The literature review relates to learning outcomes 1, 2, 3 and 6)

This assignment is worth 40% of total grade

#### 2) Course Work

a) Summary of Case Study/ Critical Response to Voices article / Research abstract & conclusion. Students will be required to submit three short assignments which practice written and researching skills. 1) A summary and critique of a case study of student's own choice; 2) A critical response to an article chosen from *Voices: a world forum for music therapy* ([www.voices.no](http://www.voices.no)) 3) A research article which the student reviews, and then writes an abstract and a conclusion in the spaces missing. (This article will be provided by the lecturer.) Please use paragraphs and double spacing for these so that they are easily read. Otherwise, follow presentation guidelines as offered in your paper specification. The recommended word limit is 700 words (max) per summary. (This assignment relates to learning outcomes 2, 3 and 6)

b) Observations of clinical work/Interviews

Students will undertake at least one observation of clinical work or an interview with a practising music therapist to gain some knowledge of current practice of music therapy in New Zealand.

Observations/interviews will be shared in class and submitted for internal marking. Maximum word limit 2000 words. (This assignment relates to learning outcomes 3, 4 and 7.)

These combined coursework tasks are worth 40% of the total grade (20% for summaries; 20% for observation or interviews)

#### 3) Course File

Students will be required to submit an ongoing 'course file' as part of the continuous assessment for this paper. This includes, lecture notes, questions, reflective ideas, musical examples, notes of reading and contributions to class (short seminar presentations) that have been part of your ongoing study for this paper. The requirement is not in addition to current studies but reflective of what students have been doing in an ongoing way to support their studies. (This assignment relates to learning outcomes 1-5.)

This will represent 20% of the total paper mark (equivalent of 2000 words)

### Assessment details for this offering

<i>Assessment name</i>	<i>Word length / approx. duration</i>	<i>Learning outcome(s)</i>	<i>Due date</i>	<i>% of final grade</i>
Summary and critique 1	700 words	2,3,& 6	Friday 23 March 12	
Summary and critique 2 Voices article response	700	2,3 & 6	Thurs 5 April 12 <i>By email to Morva</i>	
Summary and critique 3: Abstract and conclusion	500	2,3 & 6	Friday 27 April 12	20% for first 3 assignments
Observation of placement	2000	3,4 & 7	Friday 18 May 12	20%
Summative Project: Literature Review	4,000-5,000	1,2,3 & 6	Monday 18 June 12	40%
Course File	(Approx 2,000)	1-5	Friday 22 June 12	20%

## **PENALTIES**

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Assignments must be submitted by the due dates. In fairness to other students, unless a medical certificate is produced, assessment submitted after 5pm on the due date will be subject to a 5% demerit on your grade, increasing by 5% each further working day it is overdue.

Students, who for exceptional reasons can justify an extension for an item of assessment, must apply to the Course Coordinator *before* the due date. Please note that no extensions can be granted for tutorial assignments.

## **ASSIGNMENT PRESENTATION**

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**Written work** should be presented according to the guidelines set out in the **NZSM Guidelines for Academic Work**, which can be downloaded as a PDF document from the NZSM Website <http://www.nzsm.ac.nz/study/programmes.aspx> (in the right-hand column). Five percent (5%) will be deducted for written work that does not conform to these standards.

*NB: However, music therapy students generally present references in accordance with APA style and use Massey University 'Guide to the presentation of theses'; and this issue has been agreed with the NZSM academic committee. Please consult the programme leader if you have any uncertainty about this.*

**Any accompanying audio or video material must be clearly labelled and include student's name and enrolment number.**

## **MANDATORY PAPER REQUIREMENTS**

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Each student must:

- a) Complete each item of assessment worth at least 10% specified for this course (subject to penalties for late submission of work).
- b) Attend at least 80% of lectures and 80% of tutorials (if relevant) related to this course.

If for health reasons you are unable to complete all the work required for assessment purposes for this paper by 4 July, you may, on presentation of a medical certificate, have the date for submission extended by the Director, NZSM.

## **DEPOSIT AND COLLECTION OF ASSESSMENT**

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*Assignments should be deposited in box marked 'Music Therapy Assessed Work' situated by the office door in Room 1D11. If assignments are due on a day when staff are undertaking research, or not in Wellington (usually Monday/Tuesday for SH & MC /Wednesday for DR in 2012), please leave work with Sarah Smythe, Programme Administrator or other staff in the NZSM Office.*

*Marked assignments will be returned to : the Music Therapy Assessed Work Box, or collected from the Paper Coordinator/ Lecturer.*

## **SCALING OF GRADES**

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To obtain a fair distribution of marks relative to assignment difficulty, scaling may be employed on some or all assessment items in accordance with guidelines set out in the VUW Assessment Handbook:

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/assessment-handbook.pdf)

## **ACADEMIC PROGRESS, NON-ENGAGEMENT & STUDENT LOAN ELIGIBILITY**

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All NZSM students are bound by the VUW Academic Progress Statute. VUW manages the enrolment of students who are not making satisfactory academic progress by:

- restricting the number of courses that students may enrol in, and/or
- requiring students to meet certain conditions.

Students whose academic progress continues to be unsatisfactory may be suspended for a specified period. Students who return after suspension and whose academic progress remains unsatisfactory may be excluded from the University.

Any student who is enrolled in more than two courses in a trimester and achieves E grades in all courses will be considered "non-engaged". The University can suspend or exclude such students. For full details about restrictions and conditions refer to:

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

Also, please note that students will be required to pass at least half of their courses in order to continue to qualify for a student loan. For more information see:

<http://www.victoria.ac.nz/home/admisenrol/payments/performance-criteria.aspx>

## **EXPECTED WORKLOAD**

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A 30-point first-trimester paper should require at least 300 hours work (including class time). This means that in term time, the midterm break and study week you should be prepared to spend on average 20 hours per week involved in activities such as attending classes, reading, listening to recommended recordings and preparing assignments.

## **COMMUNICATION OF ADDITIONAL INFORMATION**

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Official notices issued after the paper has commenced will be posted on the board outside the NZSM office on the Mt Cook campus and on the door of 1D11. Notices concerning a number of papers will also be posted on Blackboard. The Course Coordinator will specify if Blackboard will be used.

## **STUDENT REPRESENTATIVES**

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Student representatives for the NZSM are elected in the first week of the trimester, and their names and contact details will be available to VUWSA and/or MAWSA, the Course Coordinator and to each class. An elected second-year MMus Therapy student based in Wellington will act as student representative on the Advisory Panel for Music Therapy which meets twice per year.

## ACADEMIC INTEGRITY AND PLAGIARISM

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Academic integrity means that university staff and students, in their teaching and learning, are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the school's learning, teaching and research activities are based. The NZSM's reputation for academic integrity adds value to your qualification.

The NZSM defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the NZSM website: <http://www.nzsm.ac.nz/about/statutes-policies.aspx#plagiarism>

## GENERAL NZSM POLICIES AND STATUTES

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Students should familiarise themselves with the NZSM's policies and statutes, especially those regarding Personal Courses of Study, Academic Grievances, Staff and Student Conduct. Please see <http://www.nzsm.ac.nz/about/statutes-policies.aspx>

For any statutes relating to the particular qualifications being studied, see either the Massey University Calendar or the Victoria University Calendar.

Information about Student Services, including Academic Mentoring for Māori and Pasifika Students, and support for Students with Disabilities, is to be found in the NZSM Student Handbook (available from the NZSM offices on each campus).

## HUMAN ETHICS GUIDELINES

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Any student assessment or project at any level that involves human subjects (including the documenting, interviewing and recording of information from people) must follow ethics guidelines. For courses in Music Therapy, students must follow Massey University Ethics guidelines. For all other courses, students must follow VUW Ethics Guidelines. For information and assistance as it relates to your course, consult first with your Course Coordinator. Guidelines are given at these URLs:

- <http://www.victoria.ac.nz/fgf/current-phd/ethics.aspx>
- <http://www.massey.ac.nz/massey/research/research-ethics/human-ethics/>

## WHERE TO FIND MORE DETAILED INFORMATION

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As Victoria University of Wellington is the Institute of Enrolment for the NZSM, further detailed information about dates, grades, enrolment procedures and qualification status can be found on their website:

- Student grades, academic profile, academic timetable, campus announcements, etc.:
  - [my.vuw.ac.nz](http://my.vuw.ac.nz)
- Key dates, explanations of grades, plagiarism:
  - [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)
- Monitoring of academic progress, and how enrolment can be restricted:
  - [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress)
- Course withdrawal, degree planning, credit transfer and academic transcripts:
  - [www.victoria.ac.nz/fhss/student-admin/faqs.aspx](http://www.victoria.ac.nz/fhss/student-admin/faqs.aspx)



## EVENTS

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Regular events are held during trimesters 1 & 2 at all NZSM campuses. These events are for the benefit of all students, and include performances, masterclasses, special lectures and workshops given by staff, students and visiting artists.

All students are expected to keep time free to attend the weekly lunchtime concert on Friday at 12.10pm, along with other events as required.

Students should sign up to the **Dawn Chorus**, the NZSM's events e-newsletter, by emailing [events@nzsm.ac.nz](mailto:events@nzsm.ac.nz) with "subscribe dawn chorus" in the subject line.

Music Forum will take place every Friday from 1:30pm-3:00pm. It will normally take place in Room 209, Kelburn Campus, but will take place on selected Fridays at Mt Cook, location to be announced.

**Events & Marketing Coordinator:** Stephen Gibbs

**Phone:** (04) 801 5799 ext 62119 **Email:** [stephen.gibbs@nzsm.ac.nz](mailto:stephen.gibbs@nzsm.ac.nz)

**Website:** <http://www.nzsm.ac.nz/events/>

**Criteria for Assessment of Written Work  
(with particular reference to summative assignment – literature review)**

Mark Range		Descriptors
A+	85+	The writing shows strong originality in ideas, research and in written style. It includes high quality analysis of clinical/musical evidence. There is evidence of an impressive ability to integrate theory and practice and a mature 'therapeutic attitude' is shown (relative to the stage of training). There are clear and ample examples of critical evaluation. The subject is fluently and persuasively expressed, coherently structured and excellently presented. (*In a clinically based study, well-chosen and accurately recorded or notated musical evidence is likely to be included).
A	75-84	Work presented is of a very high standard. There is evidence of thorough and appropriate research and a good balance of independent thinking and study of other literature. Good levels of analysis and critical evaluation of the subject are shown. Theory and practice are well integrated and the work includes good quality clinical/musical examples that are well explained. Expression is clear, concise and fluent and presentation is good. (*In a clinically based student, well-chosen and accurately recorded or notated musical evidence will usually be included).
A-		
B+	65-74	The work is good, demonstrating clear quality which exceeds competence. There is evidence of extensive research, but while some attention has been paid to critical analysis there is less evidence of independent thought than in higher graded work. There is clear evidence of theoretical understanding, and good description of clinical practice but the two could be better integrated. Expression is clear, concise and fluent and presentation is good. (*Recorded or notated musical evidence which has been included may show occasional flaws).
B		
B-	60-64	There is evidence of adequate dependable study and relevant references. Approach to the subject is sound and is built on careful description and some critical analysis, but the work may be more conventional and show less flair than the higher graded written work. Theory and practice are represented in a satisfactory manner. Expression, organisation and presentation are sound though there may be passing errors. (*Recorded or notated musical evidence which has been included may show occasional flaws).
C+	50-59	There is evidence of research and some competent understanding of the subject, but there may be errors and omissions. Theory and practice are included but in a descriptive rather than analytic way. Integration may be lacking and there may be difficulties in developing and reflecting on an argument. A fair attempt is made at expression, organisation and presentation, though there may be weaknesses in all these areas. (*Recorded or notated musical examples may show flaws in choice and approach).
C		
D	40-49	There is evidence of some research, but it reveals significant omissions; the understanding shown is simplistic; no attempt is made to integrate theory and practice, the approach descriptive rather than analytic; consistent difficulties in expression, language and/or presentation obscure any argument. (Musical/clinical examples may not be of appropriate quality).
E	0-39	There is little or no evidence of research; the work reveals substantial misunderstandings, oversimplifications and/or inaccuracies; expression and presentation are poor. (No attempt to provide musical/clinical examples)