



NEW ZEALAND SCHOOL OF MUSIC

NZSM 522 *Music Therapy Methods* **30 POINTS**

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 2 July 2015

Teaching dates: 2 March to 5 June 2015

Easter/Mid-trimester break: 3 to 19 April 2015

Study period: 8 to 12 June 2015

Examination/Assessment Period: 12 June to 1 July 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Monday, 9:00am-11.50am; 1-2:50pm (Room MUW1D11)

Tuesday, 9:00am–11:50am (Room MUW1D11)

Names and contact details

Course Coordinator: Daphne Rickson

Contact phone: 463 5233 ext 35808 **Email:** daphne.rickson@nzsm.ac.nz

Office located at: Room 1D11, Mt Cook Campus

Office hours: Tuesdays & Thursdays 9am-5pm, by appointment

Other staff member(s): Associate Professor Sarah Hoskyns

Contact phone: 463 5233 ext 35807 **Email:** sarah.hoskyns@nzsm.ac.nz

Office(s) located at: Room 1D11, Mt Cook Campus

Programme Administrator: Berys Cuncannon **Email:** berys.cuncannon@nzsm.ac.nz

Communication of additional information

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

Prescription

Preparation and performance of appropriate repertoire with technical and musical mastery in situations relevant to music therapy. Improvisation styles, development of the voice for the music therapy context and receptive music therapy methods.

Course content

Attached as separate document.

Course learning objectives (CLOs)

Students who have successfully completed this course will be able to:

1. select, create and improvise performance material to advance therapeutic relationships
2. practise as competent, ethical and clinically safe student music therapist in a pre-practicum setting
3. develop clinical skills to work with clients of various age groups and needs areas to achieve therapeutic outcomes for individual and/ or groups either within a multidisciplinary health/education team or in carrying out a particular music therapy programme
4. understand developmental, cognitive and psychodynamic theories in music therapy
5. apply insights and new learning to their own music therapy practice, and evaluate and reflect upon the process and effects
6. perform music, and involve clients, in a variety of therapeutic situations at an appropriate standard on their chosen instrument and demonstrate competence on other instruments, including voice, keyboard, and guitar.

These learning outcomes contribute to the NZSM Graduate Attributes. For a full list, please see www.nzsm.ac.nz/study-careers/graduate-attributes

Teaching format

This course comprises one 5-hour lecture (with break for lunch) and one 3-hour lecture, per week. See attached course syllabus for more information.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- a) complete each item of assessment worth at least 10%. Where the item contains multiple subcomponents (e.g. a portfolio of journal entries, or similar), students must complete at least 50% of those subcomponents
- b) attend at least 80% of lectures and 80% of tutorials (if relevant) related to this course unless absence is due to verified medical reasons or advance permission for absence has been given by the teacher/lecturer.

Workload

A 30-point one-trimester course 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, journaling (reflections on in-class improvisations), listening to recommended recordings, practising recommended music styles, strategies, and techniques and preparing assignments.

Assessment

Approved assessment regime

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

Assessment will include four clinical music therapy competency demonstrations increasing in complexity, plus a final test. Each assessment has aspects that relate to all learning outcomes (1-6).

The assessments will take place on 16 March, 30 March, 28 April, and 11 May. A written music therapy session outline up to 1000 words relevant to requirements must be presented by 5pm the day prior (Fridays) to each assessment presentation. Students will demonstrate competency in choosing, adapting and facilitating music to meet the needs of a specified music therapy participant (Full details of assessments will be provided on the first day of class). Each demonstration is worth 12.5%, and all four total 50%, of the final grade. Presentations will be internally examined and moderated.

The final test is a comprehensive pre-practicum audition (LOs 1-6) and interview (LOs 2, 4, 5). Tests will take place in the week beginning 15 June. Each student must hand in a portfolio of music for music therapy (at least 30 pieces), by 5pm the day prior to their examination (audition/interview) (for Monday exams this means Friday). In addition, using their own improvisation diaries as a resource, students will be required to write a short paper (approximately 1000 words) describing their personal journey through the group improvisation process. This is also to be handed in at 5pm the day prior to their test (audition and interview). Students will demonstrate competence and readiness to enter their first music therapy practicum (Full details will be provided on the first day of class). The audition is worth 30% of total paper grade (students must achieve 15/30 to pass) and the interview is worth 20% of total paper grade (students must achieve 10/20 to pass). This assessment will therefore total 50% of the final grade. This audition/interview will be internally and externally examined, and internally moderated.

Assessment details for this offering

Assessment items and workload per item	%	CLO(s)	Due date
<i>Demonstration 1: Focus on child</i>	12.5	1-6	16/3/2015
<i>Demonstration 2: Focus on adolescents</i>	12.5	1-6	30/3/2015
<i>Demonstration 3: Focus on adults</i>	12.5	1-6	28/4/2015
<i>Demonstration 4: Focus on older adults</i>	12.5	1-6	11/05/2015
<i>Final Exam: Audition and Interview</i>	50	1-6	15/6/2015 16/6/2015

Submission and return of work

Assignments should be deposited in Daphne Rickson's mailbox.

Marked assignments will be returned to the student pigeonholes.

Assignments will normally be marked and returned within three weeks of submission.

NB: This course is moderated, so all students are requested to retain all marked assessment items in the event that they are required at the end of the course.

Extensions and penalties

Extensions

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.

Penalties

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.

Materials and equipment and/or additional expenses

Students will have access to a range of musical instruments while working in room 1D11. They will be encouraged to bring their own primary instrument/s for use in class, and to begin to purchase further musical instruments that they might need during and post training. It is highly recommended that students own or have regular access to a personal computer.

Students will also need:

- a folder in which to store a portfolio of (at least) 30 pieces of music suitable for particular music therapy scenarios.
- a folder for general class notes
- notepaper, manuscript paper, and pens
- a notebook (journal) for recording descriptions and impressions of music therapy improvisations.

Practicum/placement/field trip/internship arrangements

N/A

Set texts

There are no set texts. Recommendations will be made for individual students according to need.

Recommended reading

Aigen, K. (2014). *The Study of Music Therapy: Current Issues and Concepts*. New York: Routledge

Carroll, D., & Lefebvre, C. (2013). *Clinical improvisation techniques in music therapy: a guide for students, clinicians and educators*. Springfield, Illinois: Charles C. Thomas Ltd.

Gardstrom, S. C. (2007). *Music Therapy Improvisation for Groups: Essential Leaderships Competencies*. Gilsum, N.H., Barcelona.

Tsiris, G., Pavlicevic, M., & Farrant, C. (2014). *A Guide to Evaluation for Arts Therapists and Arts & Health Practitioners*. London: Jessica Kingsley.

Wheeler, B.L., Shultis, C.L., Polen, D.W. (2005) *Clinical training guide for the student music therapist*. Gilsum, N.H., Barcelona.

Wigram, T. (2004). *Improvisation: Methods and Techniques for Music Therapy Clinicians, Educators and Students*. London, Jessica Kingsley Publishers.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Human Ethics Guidelines

Any student assessment or project at any level that involves human subjects (including the documenting, interviewing and recording of information from people) 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:

www.victoria.ac.nz/research/support/research-office/ethics-approval/human-ethics

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/students/services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
- NZSM Student Handbook: www.nzsm.ac.nz/student-zone/student-guides

- Scholarships and prizes relevant to NZSM students: www.nzsm.ac.nz/study-careers/scholarships-and-prizes

Events

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. Music Forum will take place every Friday from 3:10pm-4:30pm. It will normally take place in the ACR, Kelburn Campus.

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

Website: www.nzsm.ac.nz/events

NEW ZEALAND SCHOOL OF MUSIC
NZSM 522 MUSIC THERAPY METHODS
TRIMESTER 1,
2015

Clinical Music Therapy Competency Demonstration and Assessment Scenarios

You will be required to create and demonstrate four music therapy scenarios (each worth 12.5% of final grade). It will be necessary to invite peers to role play music therapy participants during the demonstration, unless advised otherwise (visitors may be invited to participate in music making for demonstration #4) . Following the demonstration you will be given an opportunity to reflect on and give feedback about your experience of facilitating the interaction. Your feedback will contribute to the grade.

Music Therapy Session Outline

Create a scenario relevant to the focus of each demonstration. The music therapy session outline (approximately 1000 words including references) is to be presented prior to each of the first four demonstrations.

Include:

- A description of the music therapy participant/s (e.g. patient, student, client) including their age/s, and strengths and needs (with diagnosis if relevant), and of the setting in which the therapy is taking place.
- The specific aim of the music therapy intervention (how do you hope to help the music therapy recipient?).
- An explanation of how the music experience will address the specific aims (why are you choosing this particular piece of music or musical activity for this scenario?).
- A description of what you plan to do while facilitating the experience (what music therapy strategies and techniques will you employ?).
- Anticipated clinical challenges (how might the music therapy recipient respond to the intervention?).
- An explanation of how the music therapy recipient/s' responses, and the session as a whole, might be evaluated.

Demonstration #1 – Focus, Child, Developmental Delay/Song, Home/School

Demonstrate how you might use song to meet the needs of a child who has a specific developmental need. Accompany with guitar or piano, but be prepared to put the instrument aside so you can respond to what the child needs.

Demonstration #2 – Focus, Adolescent, School/Community

Demonstrate how you might work with an adolescent who has social and/or emotional difficulties, who is interested in playing percussion instruments (pitched or unpitched). Accompany with an instrument of your choice, but remain flexible in order to respond to the adolescent's needs.

Demonstration #3 – Focus Group Work in Psychiatry

Demonstrate how you might use live music to support a group of five adults who have mental health needs, to engage in a music and movement activity (remember that playing musical instruments also involves movement). Accompany with an instrument of your choice, but remain flexible so you can demonstrate, join and/or support the movement activity.

Demonstration # 4 – Focus on Older Adults

Demonstrate how you might use music to support a group of five older adults who have dementia or stroke. Accompany on piano or guitar (you must use piano if you have not used it in a previous demonstration; similarly you must use guitar if you have not used it in a previous demonstration). Ensure you are attentive and responsive to each group member's needs.

Student Name:

Assessor: Daphne Rickson

Date:

Assessment #:

Session Outline / Choice of Experience

Demonstrates understanding of music therapy scenario/s (including potential client presentations)

0 1 2 3 4 5

Presents professional documentation (language, layout, spelling, grammar)

0 1 2 3 4 5

Plans carefully with client presentation, goals, and musical experience/s aligned

0 1 2 3 4 5

The complexity / content of the experience is appropriate

0 1 2 3 4 5

Environment / carefully considered positioning, equipment appropriate, well organised (and in advance of session)

0 1 2 3 4 5

Further comments:

Music Skills

Piano, guitar, voice, simple percussion, other:

Plays accurately

0 1 2 3 4

Plays sensitivity, taking account of participant/s presentation/responses (TIMING)

0 1 2 3 4 5

Uses musical elements to invite/encourage/support/challenge
0 1 2 3 4 5

Is flexible and creative 0 1 2 3 4 5

Overall Musicality (ability to communicate, contain and/or promote participation)
0 1 2 3 4 5

Further Comments:

Therapy Skills and Facilitation

Demonstrates genuine interest in and warmth towards participants
0 1 2 3 4 5

Demonstrates respect and unconditional regard 0 1 2 3 4 5

Is attentive to participants, encourages their contribution, provides appropriate physical support as necessary
0 1 2 3 4 5

Gives participants appropriate feedback; using comfortable balance of musical/verbal communication
0 1 2 3 4 5

Models or gives appropriate instructions to participants
0 1 2 3 4 5

Further Comments:

Ability to Reflect on the Experience

Observed and recalled significant events that occurred

0 1 2 3 4 5

Provided plausible critique of own performance

0 1 2 3 4 5

Could discuss ways in which the experience might have evolved differently

0 1 2 3 4 5

Responded appropriately to feedback and critical evaluation

0 1 2 3 4 5

Further Comments:

GENERAL IMPRESSIONS

0 1 2 3 4 5

**NEW ZEALAND SCHOOL OF MUSIC
NZSM 522 MUSIC THERAPY METHODS
TRIMESTER 1, 2015
FINAL EXAMINATION**

The Comprehensive Pre-Practicum Clinical Audition and Interview is the final test in this course. The clinical audition and interview are worth 50% of the total course grade.

Students must present to the lecturer, prior to the tests, a portfolio of at least 30 songs and music, suitable for all age groups, and in varying styles. The portfolio will include some original pieces.

In addition, using their own reflective diaries as a resource, students will be required to write a short paper (approximately 1000 words) describing their personal journey through the group improvisation process.

Students must hand in their portfolios and papers on the improvisation process by 5pm the day prior to their test.

The audition and interview will include:

1. A twenty minute clinical audition during which the examiner/s might ask you to:
 - a. Play at least three pieces from your clinical portfolio without the music. You will be asked to sing, and to play guitar and keyboard. The examiner/s can nominate which pieces you will play, and might ask for one or more of the (less complicated) pieces to be played in a different key.
 - b. The examiner/s could also ask you to choose a piece from your portfolio to address a specific clinical scenario of their choice, and you will be expected to explain why you chose that music and to demonstrate (adapting the music if necessary) how it would be used to address the client need.
 - c. The examiner could also give you a clinical scenario from your proposed clinical practicum area, and ask you to improvise a music experience to address client need/s relevant to that setting.
 - d. The examiner could also give you a theme and ask you to improvise or to join them in a tonal or atonal improvisation on that theme.

2. A fifteen minute interview to determine readiness for practicum. The examiners might ask questions and discuss issues with you during the 'audition' section of the examination, and/or the 'interview' might take place following the clinical audition. The interview is to determine the student's overall professional and emotional maturity, and readiness to begin practicum. The examiners will prepare appropriate questions for this interview, and there is nothing for the student to prepare.

The rest of the class will not be present during a student's audition and interview process.

Cont...

The audition and interview will be internally and externally examined, and internally moderated. Each section will be weighted and students must achieve specific grades for each section as follows:

1. Audition 30% of total paper grade (Students must achieve 15/30 to pass)
2. Interview 20% of total paper grade (Students must achieve 10/20 to pass)

Students must pass each of the audition and interview sections, and earn a minimum total of 25 points as outlined above to pass the final summative assessment and begin the practicum.