



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Te Kōkī New Zealand School of Music

NZSM 522 Music Therapy Methods 30 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24 to 30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6 to 9 June 2016

Examination/Assessment Period: 10 to 29 June 2016

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 in the last three weeks of teaching, or an examination, it may be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Monday, 9:00am–3:00pm (Room 86 Fairlie Tce, Rm113)

Tuesday, 9:00am–11:50am (Room 86 Fairlie Tce, Rm113)

Names and contact details

Course Coordinator: Daphne Rickson

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

Office located at: 90 Fairlie Tce, Room 102, Kelburn Campus

Office hours:

Other staff member(s): Some of the Tuesday classes will be taught by a substitute teacher.

Programme Administrator: Berys Cuncannon **Email:** Berys.Cuncannon@vuw.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 Kelburn campus. Notices concerning a number of courses will also be posted on Blackboard.

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 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. practice 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 objectives 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 6-hour class and one 3-hour class per week. Classes are practical and interactive. Students will be expected to actively engage in improvising, adapting, composing and sharing pre-composed music; and observing, discussing, and actively exploring music making for therapeutic purpose, with peers. They will be expected to read a variety of case materials; to engage in an online discussion group with peers; to reflect on improvisations and keep an improvisation diary, and to develop a portfolio of material suitable for use in therapeutic encounters with a range of people with diverse needs. Up to three hours of teaching may be delivered online through Blackboard. The course co-ordinator will advise.

See attached course syllabus for more information.

Workload

A 30-point one-trimester course should require at least 300 hours work (including class time). This means that during the trimester, the mid-trimester 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.

Time spent on specific tasks will vary according to individual student need. The following example is based on 13 weeks when classes are running, with time off during mid-trimester break:

- Attendance at classes 9 hrs per week
- Reading 5 hrs per week
- Preparing for assessments 4hrs per assessment (4)
- Music making specifically to improve skills for Music Therapy Methods 6hrs per week

- Writing reflections in improvisation diary 1hr per week
- Online discussion 1 hrs per week

Assessment

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

Assessments

Assessments will take place in class time and all students are expected to attend, and to work with peers on assessments. The assessments will take place on the 14th & 15th March (assessment one); 4th & 5th April (assessment two), 18th and 19th April (assessment three), and 9th and 10th May (assessment four).

A written music therapy session outline up to 1000 words relevant to requirements must be presented by 5pm on the Friday prior 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 assessed and moderated.

Final Audition and Interview

The final assessment is a comprehensive pre-practicum audition (LOs 1-6) and interview (LOs 2, 4, 5). Students will be required to 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 course grade (students must achieve 15/30 to pass) and the interview is worth 20% of total course grade (students must achieve 10/20 to pass). This assessment will therefore total 50% of the final grade.

Auditions and interviews will take place, by appointment, in the week beginning 13th June. The audition/interview will be assessed by internal and external assessors, and internally moderated.

Each student must hand in their portfolio of music for music therapy (at least 30 pieces), by midday on Friday 10th June, prior to their audition and interview. In addition, they are required to hand in their improvisation diaries OR using their own improvisation diaries as a resource, to write a short paper (approximately 1000 words) describing their personal journey through the group improvisation process. The diary or paper is also to be handed in by midday on Friday 10th June prior to their audition and interview.

Assessment details for this offering

	Assessment items and workload per item	%	CLO(s)	Due date
1	Practical Assessment #1: Music Therapy with Children	12.5	1-6	14-15 March
2	Practical Assessment #2: Music Therapy with Adolescents	12.5	1-6	4-5 April
3	Practical Assessment #3: Music Therapy with Adults	12.5	1-6	18-19 April
4	Practical Assessment #4: Music Therapy with Older People	12.5	1-6	9-10 May
5	Audition and Interviews	50	1-6	13-14 June

Marking Criteria

Attached

Submission and return of work

Assignments should be deposited in Daphne Rickson's mailbox.

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 113. 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

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.

Student feedback

In 2015 the majority of students strongly agreed that the course encouraged them to think critically and creatively, and agreed that it helped them to develop communication skills. Every student reported that the course stimulated their interest in learning more about the subject and that they valued highly what they learnt during the course. 83% rated it as excellent and 17% as very good. Student numbers for this course are kept low to ensure it is possible to negotiate individual and group needs and to modify specific content accordingly. The course will therefore be facilitated using the same principles during 2016.

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
- 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: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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 and NZSM Guidelines for Presenting Academic Work: 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. 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@vuw.ac.nz with 'subscribe dawn chorus' in the subject line.

Website: www.nzsm.ac.nz/events