



## PAPER OUTLINE

**Paper Code and Title:** NZSM 470 Music Therapy Principles  
**CRN: 13821**  
**Year:** 2009  
**Points Value:** 30 points

**Campus:** Mount Cook  
**Trimester:** 1

**Pre-requisites (P)**      **Co-requisites (C)**      **Restrictions (R)**      **None**   
(P) Bachelors degree; 30 points in psychology

**Paper Co-ordinator:** Associate Professor Sarah Hoskyns

**Contact phone:** 801-5799 x 6410      **Email** [sarah.hoskyns@nzsm.ac.nz](mailto:sarah.hoskyns@nzsm.ac.nz)

**Office located at:** Rm 1D 11, Conservatorium Building , NZSM, Mount Cook Campus, Massey University, PO Box 2332, Wellington.

**Office hours:** Office hours are generally Thursday and Friday pm (but best by appointment please).

**Other staff member(s):** Other lecturers who may take occasional classes, in the absence of the Co-ordinator, are Daphne Rickson Tel: 04 801 5799 x 6979 and Julian Raphael Tel : 04 476 7387

**Contact phone:** As above      **Email** [daphne.rickson@nzsm.ac.nz](mailto:daphne.rickson@nzsm.ac.nz) and [jraphael@xtra.co.nz](mailto:jraphael@xtra.co.nz)

**Office(s) located at:** 1D11  
Address as above

**Class times:** Wednesday      **Venue:** 1D 11  
9:00 – 12:00 AM,  
1.30 – 3:30PM  
Friday  
9:00 AM – 12:00 PM .

**Workshops/ Rehearsals:** n/a      **Venue:** n/a  
**Tutorial times:** (arranged with students within class time when needed)      **Venue:** 1D 11

## PAPER PRESCRIPTION

This paper promotes acquisition of the skills and knowledge to work as a music therapist in a therapeutic team and to identify and respond to the varied needs of clients and associated caregivers.

## **LEARNING OUTCOMES**

**By the completion of this paper students 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

## **PAPER CONTENT**

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. 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

## **EXPECTED WORKLOAD**

Students should expect approximately 18-20 hours per week over 15 weeks. 8 hours per week will be spent in class. Other hours to be spent developing search techniques through the library resources, reading music therapy texts and research in journals, observation in the community as arranged with tutor, and preparing assignments.

## **MATERIALS**

### **Primary Course Texts to Purchase**

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.

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

### **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 Tyler, 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.

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)

U.S. web-site for music therapy research is accessible at:

<http://bama.ua.edu/~smacall/courses/summer1998/ls561/studentwork/digitallibrary/musictherapyresearchsites.htm>

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)

Creative Arts Therapies web page with many links is at <http://www.brainyart.com/links1.htm>

### **Journals on-line:**

The Nordic Journal of Music Therapy

The Australian Journal of Music Therapy

Journal of Music Therapy (US)

Music Therapy Perspectives (US)

The Arts in Psychotherapy Journal

## ASSESSMENT REQUIREMENTS

This paper is internally assessed overall. An external assessor marks the summative project together with an internal examiner. Students should submit **3 copies** of the summative project; **2 copies** of the course-work requirements; 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 (5<sup>th</sup> edition) APA style. This literature review will be examined by an internal academic and external qualified music therapist. (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 & Critique of Case Studies/Research Articles

Students will be required to submit 3 summaries of articles (two of your choice and one - a set research article).. 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 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)*

### Deposit and collection of written work

Place assignments in box marked 'Music Therapy Assessed Work' situated by the office door in Room 1D11. If assignments are due on a Tuesday (department research day), please leave work with the Administrative staff in the NZSM Office.

Marked work can be collected from the Paper Co-ordinator in Rm 1D11

### Dates assignments are due

1) Summative Project: Tuesday 9 June

2) Summaries/Abstracts of Casework and Research articles:

(Week 4: Wed 25 March; Week 6: Wed 8 April; Week 10: Wed 13 May)

Observation /Interviews:

Wk 10 Wed 20 May

## **DEADLINES FOR WRITTEN WORK**

Written work must be handed in by the due dates. In fairness to other students, unless a medical certificate is produced, work handed in 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 the essay, must apply to the Paper Co-ordinator before the due date.

## **BIBLIOGRAPHIC STYLE**

Assignments must be presented according to the guidelines set out in the **NZSM Guidelines for Academic Work**, which can be downloaded as a pdf file from the NZSM Website <http://www.nzsm.ac.nz/study/programmes.aspx>. A copy of these guidelines will also be made available as a pdf file on Blackboard.

*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.*

Five percent (5%) will be deducted for written work that does not conform.

## **MANDATORY PAPER REQUIREMENTS**

As this paper is part of a programme designed for the clinical vocational training of music therapists, a professional attitude and high attendance is expected at all times. Nevertheless, attending at least 80% of your lectures and tutorials are a mandatory requirement for this paper. If for health reasons you are unable to complete all the work required for assessment purposes by the dates noted above, you may, on presentation of a medical certificate, have the date for submission extended by the Director of the New Zealand School of Music.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

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 University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University 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**

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 Maori and Pacific Students, and support for Students with Disabilities, is to be found in the *NZSM Student Handbook 2009* (available from the NZSM offices on each campus).

## **COMMUNICATION OF ADDITIONAL INFORMATION, OR INFORMATION ON CHANGES**

Official notices issued after the course has commenced will be circulated to students in class and posted on the board outside the NZSM office on the Mt Cook campus, and on the noticeboard outside room 1D 11. Notices concerning a number of papers will also be posted on Blackboard. The Paper Coordinator will specify if Blackboard will be used.

## **EVENTS**

Regular events are held during trimesters one and two at both the Kelburn and Mt Cook 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 obtain a copy of the current event brochure (published twice yearly) and keep time free to attend the weekly lunchtime concert on Friday (starting time 12 noon), along with other events as required.

Event manager Debbie Rawnsley. Phone: (04) 463-6050 Email: [debbie.rawnsley@nzsm.ac.nz](mailto:debbie.rawnsley@nzsm.ac.nz)  
website: <http://www.nzsm.ac.nz/events/>

## **HUMAN ETHICS POLICY**

If you believe your paper may require Ethics Committee approval, please see the Human Ethics Policy at: <http://intranet.vuw.ac.nz/research-office> for details of the policy and the application form. Music Therapy students undertake applications for ethical approval for their research either with Local Health and Disability Ethics committees or with their supervisor's University of employment, which at present is Massey University. (See <http://research.massey.ac.nz/massey/research/ethics/> )

*In other situations, the NZSM currently follows VUW's Ethics Policy.*