

Liberal Arts C (Music Therapy)

**MODULE HANDBOOK**

**Dr Kagari Shibazaki**

Term: Fall Semester

Numbering NLA 202

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This handbook provides information about the module and its operation. Please study it carefully.

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## **1. Introduction / welcome**

Welcome to the module on Music Therapy. This module represents an important part of your course work and we hope you will not only gain a lot from it, in terms of skills and knowledge, but we also hope you will enjoy it. The module aims to cover all the necessary knowledge content you will require but also we aim to equip you with a number of appropriate academic skills in writing, researching, discussing and critically evaluating. This applies not only to the work of others but to your own work as well. Throughout the module, you will also become acquainted with a range of ethical issues associated with working and researching in the field of music therapy.

## **2.0. Module Description**

The module aims to offer you a range of learning opportunities including lectures, and a range of practical tasks and research opportunities for you to carry out in groups and also individually. Throughout the whole module, we aim to help you to develop the necessary skills of reflection and critical appraisal as well as promoting self-directed learning and we will encourage you to engage in academic debate, using current, high impact academic literature.

### **2.1 Overall Module aims:**

- To investigate and understand the role and value of music in a range of different care settings;
- To gain an increased level of knowledge, and skills through engagement with a wide range of national and international therapeutic and medical literature; and
- To develop an understanding of the differences between music therapy and music psychology and the role that each area of study can play in increasing wellbeing, and
- To develop a knowledge and understanding of the different research methods employed by therapists.

### **2.2 Subject Specific Module aims:**

- To build and assimilate your knowledge base in music therapy by gaining an awareness of the main therapy theories and areas of study;
- To understand the practical aspects of music therapy and the contexts in which these are employed;
- To become increasingly familiar with the key areas of music therapy literature;
- To know the key studies in music therapy through an increased knowledge of the main journals, authors and sources of information; and
- To be aware of the ethical issues involved in both the study and practice of music therapy.

## **2.3 Skills and abilities**

We also expect the module to assist you in developing the following intellectual skills namely;

- A capacity to critically appraise current literature specifically relating to the area of music therapy;
- To locate key therapy studies and present
- To develop a capacity to reflect on, critically review and evaluate both academic, professional and empirical data in the area of music therapy;
- To be able to critically appraise and evaluate the research methodologies employed by therapists, and
- To develop a capacity to engage in critical reflection on practice in a range of contexts.

## **2.4 Applied learning**

We expect the module will assist in the process of applying your learning by helping you to develop:

- A practical understanding of the enquiry methods (e.g. empirical research, documentary research or policy scholarship) frequently used within music therapy;
- An ability to apply such methodologies within, or applicable to, a range of music therapy settings;
- An ability to structure an argument with conclusions in clear, coherent, academic way, and
- An ability to present your own individual opinions in either a written or oral presentation, supporting your through the use of appropriate academic conventions in writing and referencing.

## **3.0. Learning outcomes**

### **3.1. Learning outcomes – overall**

Students who successfully complete this module will have:

- Critically reviewed a wide range of literature on a variety of theoretical and philosophical perspectives in musical therapy;
- Critically analysed a range of theories in relation to music in a variety of educational, psychological, international and therapeutic contexts;
- Analysed and evaluated the nature of an aesthetic experience, an aesthetic response and an emotion in music in relation to their own experience and to the current literature;
- Examined the ways in which the arts can contribute to an increased understanding of the nature of human feelings, expressiveness, and our overall well-being;
- Explored the role of aesthetic sensitivity and understanding in relation to musical activity, especially within music therapy, and

- Demonstrated an ability to present a clearly constructed argument in either a written or oral format, based on personal reflection, opinion and evaluation of the literature.

### 3.2. Learning Outcomes - Specific

Students who successfully complete this module will have:

- Developed an increased knowledge of key the areas of music therapy;
- Developed a critical understanding of the music therapy research;
- Developed a knowledge of the key methodologies employed by music therapists;
- Developed an ability to review and evaluate academic, professional and empirical sources of information pertaining to music therapy;
- Demonstrated an understanding of the differences between the psychology of music and music therapy and supported this view with reference to key literature;
- Demonstrated an ability to reflect on, and to discuss and evaluate a range of different approaches to music therapy, and
- Demonstrated a knowledge and understanding of the key ethical issues involved in both the practice and theory of music therapy.

## 4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music  
3-4-5 Minami Ikebukuro,  
Toshima, Tokyo, 171-8540

Staff involved in the organisation and delivery of this module are as follows:

*Dr Kagari Shibazaki*    *Module Leader*

*k.shibazaki@hud.ac.uk*

### **Module Leader**

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

## 5.0 Indicative Syllabus

Overall, the module syllabus will introduce students to:

- A working definition of concepts inherent within a study of music therapy;
- A working definition of the concept of musical well-being;
- The role and uses of music therapy in a wide range of different settings;
- A wide range of international and cross-cultural perspectives on music therapy;
- The nature of practice in music therapy in terms of the various approaches and techniques most frequently employed;
- The range of literature reporting on music therapy studies;
- The nature and characteristics of the research methodologies currently used by academics, professionals and therapists;
- The advantages and disadvantages inherent in the various methodologies employed in the studies of music therapy;
- The similarities and differences between music psychology and music therapy, and
- The different forms of arts therapy currently employed by practitioners.

## 6.0. Delivery Information:

<b>Week</b>	<b>Title</b>	<b>Synopsis</b>
1	What is Music Therapy?	An outline of the module and a brief introduction to the main ideas, concepts and theories upon which music therapy practice is currently based.
2	What is musical well-being?	We will discussing the main ideas, concepts and theories regarding musical well-being and also look at how music can be used to make us healthier
3	Music for Elderly people: Theoretical aspect	This session will look at 1) how music can help in the care of older people, especially with those living with dementia; and 2) a number of previous, contrasting studies related to music and dementia.
4	Music for Elderly people: Practical aspect	This session will cover how music/music therapy could be used and applied in the practice of caring for elderly people.

5	Music for the end of life care: Theoretical aspect	This session will focus on 1) how music can help when used as a component of end of life care; and 2) the various types of study previously carried out within this topic.
6	Music for the end of life care: Practical aspect	This session will cover how music/music therapy could be used and applied practically within the settings for the end of life care.
7	Music for children with special educational needs: Theoretical aspect	This session will focus on 1) how music can help in children with SEN; and 2) the different types of previous studies related to this topic.
8	Music for children with special educational needs: Practical aspect	This session will look at how music/music therapy could be used and applied practically for children with SEN.
9	Music in Hospitals: Theoretical aspect	This session will focus on 1) how music can play a role within hospitals; and 2) a number of contrasting, previous studies related to this topic.
10	Music in Hospitals: Practical aspect	This session will cover how music/music therapy could be used and applied practically within a range of hospital settings.
11	International approaches to music therapy	This session will introduce the different approaches used by music therapists, especially from a number of different international perspectives.
12	Current issues in Music therapy	This session will introduce you to some of the most current research taking place in music therapy.
13	Research methods in Music therapy	How do we explore the role of music therapy? In this session we will focus on some of the research methods that music therapists use.
14	Exploring different forms of arts therapy	This session will aim to understand the different types of arts therapy through individual practical tasks.

15	Summary	This session will summarise the main aspects of the module and some of the most important points will be revised and discussed further.
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## 7.0 Independent study – Preparation for lecture

In order to gain the most out of the module, it is very important that you engage fully with:

- the taught sessions,
- the directed tasks,
- the set readings and,
- the required research activities.

All these activities will be described fully. In some instances, you will be required to find and carry out an evaluation of a sample reading whilst on other occasions you will be required to fulfil a practical task and report on it, either alone or in a small group.

You are asked to take these tasks seriously as they frequently form the foundations of subsequent work.

Therefore, outside of the directed class times, you will be required to:

- Take an interest in the level of musical well-being related to your everyday life.
- Read all articles set by the tutor in advance of taught sessions.
- Be prepared to undertake small research projects within the discipline, as directed by the module tutor.

## 8.0 Assessment and practical tasks:

**Assignment:** You are going to create a portfolio of work which will consist of your responses to some practical tasks. The tasks should be good fun and require you to carry out some small pieces of real research.

The assignment is assessed as follows: your portfolio of tasks will count for 70% of your final grade, whilst your contribution in class counts for 30% of your final grade.

<b>Module Grading Bands</b>		
A+	90% +	<p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is evident through systematic and relevant coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• accurate and predominately consistent use of a recognised referencing system</li> <li>• wide range of appropriate sources</li> </ul>
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is generally evident in the coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• good range of appropriate sources</li> </ul>
B	70-79%	<p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• fairly well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• some critical understanding/application is evident through coverage of content which is also descriptive</li> <li>• good communication in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• a range of appropriate sources</li> </ul>
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• adequately structured assignment that addresses the learning outcomes and specific criteria for the module</li> </ul>

		<ul style="list-style-type: none"> <li>• largely descriptive with some critical understanding/application evident through coverage of content</li> <li>• communicates in a style appropriate to the assessment brief</li> <li>• attempts to use a recognised referencing system but may have occasional systematic errors</li> <li>• a limited selection of appropriate sources</li> </ul>
F Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not completely address the module learning outcomes and specific criteria</li> <li>• work is descriptive in its coverage of the content</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• use of recognised referencing system is systematically inaccurate throughout the document</li> <li>• an insufficient range of appropriate sources</li> </ul>
F Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not address the learning outcomes and specific criteria for the module</li> <li>• coverage of the content is inadequate or incomplete</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• recognised referencing system is not used</li> <li>• sources are very limited or absent, or over reliance on one or two sources</li> </ul>
F Fail	0-9%	<p>Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module</p>

## 9.0 Further Reading Sources

### Peer-reviewed journals

- Journal of Music Therapy
- British Journal of Music therapy
- Nordic Journal of Music Therapy
- Psychology of Music
- Musicae Scientiae

### Web-based resources

Some of the journals listed above are available electronically – see the library web pages for further details. You are encouraged to search the available electronic resources for relevant topics and research papers (e.g. PsychInfo, PsychArticles, ScienceDirect).

There is a useful website of the different organisations related to music therapy. The page provides links to different societies, journals and conferences on Music Therapy. In addition, they are particularly useful.

- American Music Therapy Association (AMTA)  
<https://www.musictherapy.org/>
- British Association for Music Therapy (BAMT)  
<https://www.bamt.org/>
- Nordoff Robbins  
<https://www.nordoff-robbins.org.uk/>
- Japanese Music Therapy Association  
<http://www.jmta.jp/en/index.html>