



# Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

## MU 402 Music Healing Ministry Fall 2015

Professor Kelly Kim	
Class Hour: Fri, 9:30 to 12:00	Class Room: music lecture classroom
Office: NA	Phone: 714 222 0341
Office Hours/ Consultation: Based on needs availability assessment	E-mail: Kellykc7@gmail.com
TA: TBA (To Be Arranged)	Credit Unit: 3

### A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

### B. Relationship of Course to Bethesda University's Mission

This course joins in the university's effort to equip the students with professional development of knowledge and skill to serve effectively in the assigned positions in the work force, church, and their communities. Knowledge on Music Therapy will enhance and broaden the students' perspective on the role and strength of music in promoting positive changes in individuals and communities. The knowledge on diverse applications of music in any given setting or individuals including themselves will introduce alternative ways to use music as a therapeutic tool and as a profession.

### C. Course Description

This course provides an introduction to the field of Music Therapy encompassing theoretical knowledge base, clinical application through case studies, technical introduction through individual and group projects, and practical information for professional implications for future.

### D. Course Objectives & Student Outcomes

At the completion of this course, the student should be able to exhibit the following:

- A. Define, understand, and apply the theoretical knowledge base of Music Therapy verbally and in written language.
- B. Identify and present examples of music therapy application in minimum of ten clientele groups and treatment settings.
- C. Demonstrate basic techniques of music therapy through case presentations and project presentations.



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E. Know the academic requirements, training process, career development and career opportunities of music therapy.

	<b>Expected Student Outcomes</b>	<b>Assessment Used to Measure Outcomes</b>
Spiritually	1. Will be able to pray and share about faith in class. 2. Observe and state God's purpose in creating the gift of music to humanity.	1. Students take turns praying for the class each week. 2. Researching the bible to find the usage of music and its roles.
Intellectually	1 Gain knowledge base of music therapy as described in the course objectives. 2 Demonstrate understanding of the therapeutic design and process. 3 Be able to compose the outlines for assessment, method development, treatment plan, evaluation summary.	1 Reading and summarizing materials. 2 Presenting read materials into practical applications. 3 Submit outlines of 2 assessment, method, treatment plan, and evaluation summaries 3 Analyzing case studies. 4 Conducting research experiments and presenting data and writing up reports. 5 Watching media files and participating in discussion.
Socio-Emotively	1 Experience value of individuals as the greatest instruments in music therapy. 2 Experience and recognize power of teamwork and therapeutic relationship. 3 Value of serving others with practical tools of music and discovering serving promotes growth for all parties involved.	1 Viewing and discussing therapists in action through video files and class demonstrations. 2 Group projects in creating therapeutic techniques for 10 clientele groups. 3 Doing an individual project of planning a music therapy treatment plan for someone they know.
Vocationally	1 Be able to plan and create a music therapy session for selected patient groups.	1 Assessment worksheets 2 Case analysis assignments 3 Music therapy technique development exercises. 4 In class interactive experiments and write ups and presentations.

## E. Teaching/Learning Methods

Through: Reading materials, writing up summaries, analyzing cases, creating activities with music, watching video files, watching and imitating techniques demonstrated in class, individual and group projects, and research on interested clientele group.



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## F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
	The New Therapist's Handbook 2 <sup>nd</sup> edition	Suzanne B. Hanser	Berklee Press	Isbn 064300645	Copyright 1999

## G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library code	Year
1.	Music is Healing	Dr. Frances le Roux			
2	An Introduction to Music Therapy: Theory and Practice, 2nd edition	Davis. W., Gfeller, K., and Thaut, M.	McGraw-Hill College		1999
3	The Music Effect: Music Physiology and Clinical Applications	Daniel J Schneck, and Dorita S. Berger			
4	Case Studies in Music Therapy.	Bruscia, K.	Barcelona Publishers.		
5	The Art and Science of Music Therapy: a handbook	Wigram, B. Saperston and R. West	Hardwood Academics		

## H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1		Orientation, Review of Syllabus, Expectations and Grading, Intro to Music Therapy. Group Music Therapy Experience.	Music Therapy introduction Article	Article summary Observation Summary on How music effects current culture and people.
Last Day to Request Add/Drop is Friday of First Week				
2		Music as a human phenomena. Music Therapy activity experience.	How music affects the Human	Reading Summary Personal experimentation assignment



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			Body	
3		Defining – Multi-disciplinary, Professional/Discipline, Music Therapy Process. Music Therapy Activity Experience.	Chapter 1	Chapter Summary Video summary
4		Continuation of Defining and understanding the process	Chapter 2	Chapter Summary Video summary
5		Clinical Music vs. “music” – Levels of Music Experience.	Chapter 3	Chapter Summary Video summary
6		Clinical Application Tools – Assessment, Execution, Summary, Evaluation, Multidisciplinary Reports. Student Presentations.	Chapter 4	Chapter Summary MT Assessment Form
7		Music Therapy with Children with emotional/mental health needs or autism. Student Presentations continued.	Chapter 5	Chapter Summary Case Analysis 1 Experimentation 1
8		Music Therapy with emotional/mental health needs or autism. Student Presentations continued.	Chapter 6	Chapter Summary Video summary 2 Research Paper outline
Last Day to Request Grade Withdrawal “W” is Friday of 8 <sup>th</sup> Week				
9		Music Therapy with People with brain injury and neurological damage and medical music therapy.	Chapter 7	Chapter Summary Case analysis 2
10		Music Therapy with mental health needs.	Chapter 8	Chapter Summary Present Experimentation 1
11		Music Therapy with Stress Reduction and Relaxation and Corporate Settings.	Chapter 9	Chapter Summary In class Group Presentation
12		Music Therapy Implication in Religious Settings	Chapter 10	Chapter Summary Research paper content report
13		Case Analysis and student presentations	Chapter 11	Chapter Summary Music Therapy Session Plan
14		Thanks Giving Break		
15		Educational and Professional Requirements in the field of Music Therapy. Student Presentations Continued	Chapter 12	Chapter Summary In class group experience and presentation
Last Day to Request Grade Incomplete “I” is Friday of 15 <sup>th</sup> Week				
16		Final		Research Paper Presentations

## I. Assignments

12 Text Book Chapter Summaries



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- 2 Video file review and summaries
- Two Case Study Presentations
- Music Therapy Technique Development Form
- Music Therapy Session Outline
- Music therapy experiment and presentation
- Research Paper Presentation on selected patient group or illness

## J. Evaluation/Assessment Rationale for Grade Determination

### 1. Grade Assessment

Level of understanding and detail displayed in written work and oral presentation.  
Demonstration of understanding exhibited during discussions and in class activities.  
Grade given based on Accumulative points.

### 2. Grade definition

- A Excellent
- B Good
- C Satisfactory
- D Poor
- F Failure

### 3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0



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## K. Course Policies

### 1. Attendance, Preparation, and Participation:

- Attendance and active participation for all classes. Participation in class is imperative for the acquisition of knowledge and development skills. Classroom participation will be evaluated by the instructor as one aspect of the student's final grade.
- Preparation for class is expected and will be evaluated by the instructor through pop quizzes on materials covered in the previous class sessions and class assignments.
- Organized course notebook should be maintained by all students which can serve as a useful guide in the future. This will be inspected by the instructor.
- Professionalism in handing in written materials is a must. Failure to do so will be a failed grade for the assignment. All written assignments will not be accepted after 24 hours beyond the due date and time. Only doctors' notes will be considered for delayed submission.
- Opportunities to redo assignments and extra-credit opportunities may be offered to all students at the discretion of the instructor.
- All written materials needs to use APA format when appropriate.

### 2. Deadlines:

All course work is due on the date and time assigned by the professor. Students who do not hand in assignments on time will be subject to the professor's late grading policies. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. of the last day of the semester.

Incompletes will only be awarded to a student who cannot physically finish all their course work by the last day of the semester. (It is too late to request an incomplete after the semester has ended.)

Incompletes must first be approved by the Academic Dean's office. To apply, fill out an incomplete request form from the office. After receiving approval from the Academic Dean's office, the student then must obtain approval from the instructor. Incompletes will not be awarded merely because of poor time management. Students who assume that an incomplete will be issued because they did not finish their course work by the end of the semester will automatically receive the grade of "F"

### 3. Advance Assistance:

Will be assessed and decided on case by case. For non English speaking students, they may be granted additional assistance in the areas of comprehension and additional time to read and translate written materials.



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4. Assignment Options:

No options. All students will be required to follow the class outline and adhere to the schedule without any exception. Dead line for assignment can be changed.

5. Make up work:

Make up work will be allowed for students experiencing unexpected physical and psychological illnesses, accidents, or family emergencies.

6. Extra-credit work:

Will be assessed and decided on case by case.

7. Emergency procedures:

In case of emergency, the students should contact the school and inform the instructor via email or phone call.

8. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

The class will follow and adhere to the policies of Bethesda University accordingly

## L. Support Services

In cases of significant difficulties experienced by the students due to illness or family tragedies, the instructor will work with the students and guide as needed for students to finish the course successfully.

## M. Bibliography

1)L.Bunt, Music Therapy-An Art Beyond Words. (Routledge:1994)

2)G. Davis and E. Richards, Music Therapy and Group Work (Sound Company, Jessica Kingsley:2002)

3)M.Heal and T.Wigram, Music Therapy in Health and Education (Jessica Kingsley: 1993)

F.Schalwijk, Music and People with developmental disabilities; music therapy, remedial music making and musical activities, (Jessical Kingsley:2000)

T.Wigram and J.DeBacker, eds. Clinical Application of Music in Psychiatry (Jessica Kingsley:1999)



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Bruscia, K. (Ed.) (1991). Defining Music Therapy, 2nd Edition. Phoenixville, PA: Barcelona Publishers.

G. Davis and E. Richards, Music Therapy and Group Work (Sound Company, Jessica Kingsley:2002)

M.Heal and T.Wigram, Music Therapy in Health and Education (Jessica Kingsley: 1993)

F.Schalwijk, Music and People with developmental disabilities; music therapy, remedial music making and musical activities, (Jessical Kingsley:2000)

The Importance of Music in Early Childhood by Lili M. Levinowitz, Ph.D.

The Amazing Power of Music by Susan Crowley

Why Use Music to Teach Children