

## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2471  
Course Title Introduction to Music Therapy  
Transcript Abbreviation Intro Mus Therapy  
Course Description This course is designed to provide students with an overview of the field of music therapy. Students will explore the theoretical and practical aspects of music therapy, including its history, principles, techniques, and applications  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- 1. Understand the history and evolution of music therapy as a profession.
- 2. Explain the theoretical foundations and principles of music therapy.
- 3. Identify the various populations and settings in which music therapy is used.
- 4. Demonstrate an understanding of music therapy techniques and interventions.
- 5. Analyze and evaluate the effectiveness of music therapy interventions.
- 6. Reflect on personal experiences in music and how they relate to music therapy.
- 7. Develop basic clinical skills in music therapy.

### Content Topic List

- Introduction to Music Therapy
- Music Therapy and Principles
- Populations and Settings in Music Therapy
- Music Therapy Techniques and Interventions
- Music Therapy Assessment and Evaluation
- Personal Reflection and Self-Care
- Clinical Skills in Music Therapy
- Professional Issues in Music Therapy
- Final Project and Conclusion

### Sought Concurrence

No

## Attachments

- MT 01 Introduction to Music Therapy syllabus 2471 03 20 24.docx: proposed syllabus  
*(Syllabus. Owner: Banks, Eva-Marie)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	03/20/2024 02:10 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	03/20/2024 03:10 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/26/2024 01:32 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/26/2024 01:32 PM	ASCCAO Approval

MUSIC 2471  
Introduction to Music Therapy

**SYLLABUS**

Term Year TBD  
Meeting Pattern: Projected M/W/F  
Three-credit Offering  
Timashev N-TBD

**INSTRUCTOR** TBD  
**OFFICE** TBD  
**TELEPHONE** TBD  
**E-MAIL** TBD

**REQUIRED TEXTS**

Davis, W. B. & Gfeller, K. E. (2014). Music Therapy: An Introduction. Routledge.

**COURSE DESCRIPTION**

This course is designed to provide students with an overview of the field of music therapy. Students will explore the theoretical and practical aspects of music therapy, including its history, principles, techniques, and applications. Through a combination of lectures, readings, discussions, and experiential exercises, students will gain a broad understanding of how music can be used to promote health, well-being, and personal growth. This course is open to music therapy majors and non-majors.

**FORMAT OF INSTRUCTION**

**Mode of delivery:** This course will have three 55 minute lectures in person per week.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (primarily class meetings) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Understand the history and evolution of music therapy as a profession.
2. Explain the theoretical foundations and principles of music therapy.
3. Identify the various populations and settings in which music therapy is used.
4. Demonstrate an understanding of music therapy techniques and interventions.
5. Analyze and evaluate the effectiveness of music therapy interventions.
6. Reflect on personal experiences in music and how they relate to music therapy.
7. Develop basic clinical skills in music therapy.

## COURSE TOPICS AND SCHEDULE

### Week 1: Introduction to Music Therapy

- *Source readings:* Davis & Gfeller (2014), Chapter 1
- **Monday:** Overview of music therapy as a healthcare profession
  - Definition and scope of music therapy
  - Historical development of music therapy
  - Roles and responsibilities of music therapists
- **Wednesday:** Distinction between music therapy and therapeutic music
  - Differences in training and qualifications
  - Variations in goals and outcomes
  - Examples of therapeutic music applications
- **Friday:** Introduction to the American Music Therapy Association (AMTA) and certification processes
  - Overview of AMTA's mission and services
  - Requirements for becoming a board-certified music therapist (MT-BC)
  - Continuing education and professional development opportunities

### Week 2: Music Therapy Theory and Principles

- *Source readings:* Davis & Gfeller (2014), Chapter 2
- *Assignment Due Friday:* Write a one-page reflection on your understanding and expectations of music therapy.
- **Monday:** Exploration of different music therapy approaches (e.g., Nordoff-Robbins, Bonny Method of Guided Imagery and Music)
  - Key principles and techniques of each approach
  - Comparative analysis of approaches
  - Case studies and practical applications
- **Wednesday:** Understanding the role of music elements (rhythm, melody, harmony) in therapy
  - Impact of music elements on psychological and physiological responses
  - Utilization of music elements in therapeutic interventions
  - Exploration of music preferences and responses
- **Friday:** Discussion on the therapeutic relationship and its importance in music therapy.
  - Components of the therapeutic relationship in music therapy
  - Building rapport and trust through music
  - Ethical considerations in the therapeutic relationship

### Week 3: Populations and Settings in Music Therapy

- *Source readings:* Davis & Gfeller (2014), Chapter 3
- **Monday:** Examination of music therapy in educational settings
  - Role of music therapy in special education
  - Integration of music therapy into Individualized Education Plans (IEPs)
  - Collaborating with educators and other professionals
- **Wednesday:** Discussion on music therapy for individuals with autism spectrum disorder
  - Music therapy techniques for communication and social interaction
  - Evidence-based research on music therapy and autism
  - Case examples and best practices
- **Friday:** Introduction to music therapy in geriatric settings.
  - Addressing age-related challenges through music therapy
  - Music therapy in dementia care and memory support
  - Enhancing quality of life for older adults through music

#### **Week 4: Populations and Settings in Music Therapy (Continued)**

- *Source readings:* Davis & Gfeller (2014), Chapter 4
- *Assignment Due Friday:* Case study analysis on music therapy in an educational setting.
- **Monday:** Music therapy in hospice and palliative care
  - Providing emotional support and comfort through music
  - Addressing spiritual and existential concerns
  - Family involvement and legacy projects
- **Wednesday:** Use of music therapy in rehabilitation settings
  - Music therapy for physical rehabilitation and motor skills
  - Neurologic music therapy for cognitive and sensory impairments
  - Interdisciplinary collaboration in rehabilitation settings
- **Friday:** Exploring music therapy in psychiatric and mental health settings.
  - Approaches to music therapy in mental health care
  - Addressing emotional and psychological needs through music
  - Group and individual music therapy sessions in mental health settings

#### **Week 5: Music Therapy Techniques and Interventions**

- *Source readings:* Davis & Gfeller (2014), Chapter 5
- **Monday:** Introduction to receptive music therapy techniques
  - Definition and examples of receptive techniques
  - Guided imagery and music (GIM) as a receptive technique
  - Clinical applications and outcomes of receptive music therapy
- **Wednesday:** Exploring the use of music for emotional expression

- Techniques for facilitating emotional expression through music
- Music and emotion regulation strategies
- Case studies demonstrating emotional expression in music therapy
- **Friday:** Active music-making and improvisation in music therapy.
  - Principles of active music-making and improvisation
  - Techniques for facilitating improvisation sessions
  - Therapeutic outcomes of active music-making

### **Week 6: Music Therapy Techniques and Interventions (Continued)**

- *Source readings:* Davis & Gfeller (2014), Chapter 5
- *Assignment Due Friday:* Practice session on receptive music therapy techniques.
- **Monday:** Techniques for facilitating communication through music
  - Music therapy for speech and language development
  - Non-verbal communication through music
  - Collaboration with speech-language pathologists
- **Wednesday:** Music therapy for motor skill development
  - Rhythmic auditory stimulation (RAS) for gait training
  - Using music to improve fine and gross motor skills
  - Integration of music therapy in physical therapy
- **Friday:** Songwriting as a therapeutic tool in music therapy.
  - Process and benefits of songwriting in therapy
  - Songwriting for self-expression and coping
  - Case examples of songwriting interventions

### **Week 7: Music Therapy Assessment and Evaluation**

- *Source readings:* Davis & Gfeller (2014), Chapter 7
- *Assignment Due Friday:* Develop an assessment tool for a specific music therapy population.
- **Monday:** Overview of assessment tools and methods in music therapy
  - Types of assessments used in music therapy
  - Selecting appropriate assessment tools for different populations
  - Interpreting assessment results and setting goals
- **Wednesday:** Case study analysis: Assessing client needs and setting therapeutic goals
  - Steps in the music therapy assessment process
  - Developing individualized treatment plans based on assessment findings
  - Evaluating progress and adjusting goals as needed
- **Friday:** Introduction to standardized assessment tools in music therapy.
  - Description and application of standardized tools
  - Benefits and limitations of using standardized assessments

- Integrating assessment results into clinical practice

### **Week 8: Music Therapy Assessment and Evaluation (Continued)**

- *Source readings:* Davis & Gfeller (2014), Chapter 8
- **Monday:** Measuring outcomes in music therapy
  - Quantitative and qualitative methods for evaluating therapy outcomes
  - Using outcome data to demonstrate the effectiveness of music therapy
  - Challenges in measuring outcomes in music therapy
- **Wednesday:** Ethical considerations in assessment and evaluation
  - Confidentiality and informed consent in the assessment process
  - Cultural sensitivity and bias in assessment and evaluation
  - Ethical reporting and interpretation of assessment results
- **Friday:** Developing individualized music therapy treatment plans.
  - Components of a comprehensive treatment plan
  - Setting short-term and long-term goals
  - Adapting treatment plans based on client progress and feedback

### **Week 9: Personal Reflection and Self-Care**

- *Source readings:* Davis & Gfeller (2014), Chapter 9
- *Assignment Due Friday:* Personal reflection journal on self-care and stress management techniques.
- **Monday:** Exploring the therapist's musical identity
  - Understanding the impact of the therapist's musical background on therapy
  - Personal music preferences and their influence on clinical practice
  - Reflecting on one's musical journey and its relevance to therapy
- **Wednesday:** Strategies for maintaining professional well-being and avoiding burnout
  - Identifying signs of burnout and strategies for prevention
  - Work-life balance and self-care practices for music therapists
  - Importance of supervision and peer support in maintaining well-being
- **Friday:** Mindfulness and self-care practices for music therapists.
  - Incorporating mindfulness techniques into personal and professional life
  - Self-care activities and routines for mental and emotional health
  - Developing a personal self-care plan for sustainability in the profession

### **Week 10: Clinical Skills in Music Therapy**

- *Source readings:* Davis & Gfeller (2014), Chapter 10
- *Assignment Due Friday:* Role-playing exercise on building therapeutic relationships.

- **Monday:** Developing rapport and therapeutic relationships through music
  - Building trust and connection with clients through music
  - Understanding non-verbal communication cues in therapy
  - Techniques for establishing a strong therapeutic alliance
- **Wednesday:** Techniques for adapting music interventions to meet individual client needs
  - Customizing music therapy interventions for diverse populations
  - Flexibility and creativity in clinical practice
  - Case examples of adapted music therapy interventions
- **Friday:** Understanding and managing group dynamics in music therapy.
  - Facilitating group music therapy sessions
  - Navigating challenges in group settings
  - Strategies for promoting cohesion and engagement in groups

### Week 11: Clinical Skills in Music Therapy (Continued)

- *Source readings:* Davis & Gfeller (2014), Chapter 11
- *Assignment Due Friday:* Group project on designing a therapeutic music session.
- **Monday:** Role-playing scenarios: Practicing music therapy interventions
  - Simulating real-life clinical situations through role-playing
  - Feedback and reflection on role-playing exercises
  - Incorporating role-play into clinical training
- **Wednesday:** Understanding transference and countertransference in music therapy
  - Definitions and examples of transference and countertransference
  - Managing emotional responses in the therapeutic relationship
  - Supervision and self-reflection in addressing transference issues
- **Friday:** Supervision and feedback in music therapy practice.
  - Importance of clinical supervision for professional growth
  - Receiving and integrating feedback into practice
  - Peer supervision and mentorship in music therapy

### Week 12: Professional Issues in Music Therapy

- *Source readings:* Davis & Gfeller (2014), Chapter 12
- **Monday:** Navigating interdisciplinary collaboration and advocacy
  - Working effectively with other healthcare professionals
  - Advocating for the role of music therapy in healthcare settings
  - Building partnerships and collaborative networks



- **Wednesday:** Staying current with research and evidence-based practice in music therapy
  - Importance of ongoing professional development
  - Accessing and evaluating research literature
  - Applying evidence-based practices in clinical settings
- **Friday:** Legal and ethical issues in music therapy practice.
  - Understanding legal responsibilities and ethical codes in music therapy
  - Navigating ethical dilemmas in clinical practice
  - Maintaining professionalism and integrity in the field

### **Week 13: Professional Issues in Music Therapy (Continued)**

- *Source readings:* Davis & Gfeller (2014), Chapter 13
- *Assignment Due Friday:* Create a professional development plan for a music therapist.
- **Monday:** Professional development and continuing education in music therapy
  - Lifelong learning and professional growth opportunities
  - Requirements for maintaining board certification
  - Resources for continuing education in music therapy
- **Wednesday:** Discussion on the future directions of music therapy
  - Emerging trends and innovations in the field
  - Challenges and opportunities for music therapy in the future
  - The evolving role of music therapy in healthcare and society
- **Friday:** The role of cultural competence in music therapy practice.
  - Understanding cultural diversity and its impact on therapy
  - Culturally sensitive approaches to music therapy
  - Developing cultural competence through education and self-reflection

### **Week 14: Final Project and Conclusion**

- *Assignment Due Friday:* Group presentation of final project and submission of a written report.
- **Monday:** Presentation of group projects: Designing a music therapy program
  - Sharing and discussing group projects
  - Feedback and evaluation of projects
  - Reflection on the project development process
- **Wednesday:** Course review and final reflections on the role of music therapy in healthcare
  - Summarizing key concepts and learning outcomes
  - Reflecting on personal growth and learning throughout the course
  - Discussing the future application of course content in professional practice
- **Friday:** Wrap-up and course evaluations.

- Completing course evaluations and feedback
- Final remarks and closing thoughts
- Farewell and acknowledgment of achievements

## **ASSIGNMENTS**

All due by 5:00 p.m. on Friday of the respective week.

### **Due Week 2: Write a one-page reflection on your understanding and expectations of music therapy.**

- Reflect on your initial understanding of music therapy before starting the course.
- Discuss any expectations you have regarding what you will learn and how it will impact your perspective on healthcare.
- Consider how your personal experiences with music might influence your view of music therapy.
- Explore any questions or curiosities you have about the field that you hope to answer through this course.
- Format your reflection according to the provided guidelines, ensuring clarity and coherence in your writing.

### **Due Week 4: Case study analysis on music therapy in an educational setting.**

- Select a case study that demonstrates the use of music therapy in an educational setting.
- Analyze the goals, methods, and outcomes of the music therapy intervention described in the case study.
- Discuss how the intervention addressed the specific needs of the student(s) and the educational environment.
- Critically evaluate the effectiveness of the intervention and suggest any potential improvements.
- Relate the case study to the theoretical concepts covered in the course.

### **Due Week 6: Practice session on receptive music therapy techniques.**

- Plan and conduct a practice session that includes at least two receptive music therapy techniques.
- Document the process of selecting the techniques, preparing the session, and conducting the activities.
- Reflect on your experience leading the session, including any challenges faced and how they were addressed.
- Discuss the potential therapeutic benefits of the techniques used in the session.
- Provide feedback on your own performance and identify areas for improvement in future sessions.

**Due Week 7: Develop an assessment tool for a specific music therapy population.**

- Identify a population that would benefit from music therapy and define their specific needs.
- Research existing assessment tools relevant to this population and analyze their strengths and limitations.
- Design an original assessment tool that addresses the unique needs of the chosen population.
- Describe the components of the tool, including the types of information it gathers and how it will be used to inform treatment planning.
- Discuss the validity and reliability of the tool and how it can be integrated into clinical practice.

**Due Week 9: Personal reflection journal on self-care and stress management techniques.**

- Maintain a journal over the course of the week, documenting your personal self-care and stress management activities.
- Reflect on the effectiveness of each technique in managing your stress and promoting well-being.
- Explore the connection between self-care and your ability to provide effective music therapy.
- Discuss any insights gained about your personal self-care needs and how you plan to address them moving forward.
- Consider how the principles of self-care can be applied to your future practice as a music therapist.

**Due Week 10: Role-playing exercise on building therapeutic relationships.**

- Participate in a role-playing exercise where you practice establishing a therapeutic relationship with a simulated client.
- Reflect on your communication skills, empathy, and ability to build rapport during the exercise.
- Analyze the challenges you faced in the role-playing scenario and how you addressed them.
- Discuss the importance of the therapeutic relationship in music therapy and how it can impact treatment outcomes.
- Provide feedback on your peers' performance in the role-playing exercise and share insights gained from observing their interactions.

**Due Week 11: Group project on designing a therapeutic music session.**

- Collaborate with your group to design a music therapy session for a specific population or therapeutic goal.
- Outline the objectives, structure, and activities of the session, including the selection of music and techniques.

- Discuss the rationale behind your choices and how they align with the needs of the target population.
- Plan how you would evaluate the effectiveness of the session and make adjustments as needed.
- Present your session plan to the class, providing a clear and comprehensive overview of your approach.

**Due Week 13: Create a professional development plan for a music therapist.**

- Reflect on your career goals as a music therapist and identify areas for growth and development.
- Research opportunities for continuing education, training, and certification relevant to your interests.
- Develop a plan that outlines your short-term and long-term professional development goals, including specific steps to achieve them.
- Consider how you will stay current with research and best practices in the field of music therapy.
- Discuss the importance of ongoing professional development in maintaining competence and providing high-quality care to clients.

**Due Week 14: Group presentation of final project and submission of a written report.**

- Collaborate with your group to prepare and deliver a presentation on your final project, which should involve designing a music therapy program.
- Ensure that your presentation covers the key aspects of your program, including the target population, therapeutic goals, session structure, and evaluation methods.
- Submit a written report that provides a detailed overview of your music therapy program, including the theoretical framework, evidence-based practices, and expected outcomes.
- Reflect on the collaborative process and how your group worked together to develop and refine your program.
- Discuss the potential impact of your proposed program on the field of music therapy and how it addresses a specific need or gap in services.

**GRADING**

1. Class Participation and Attendance (20%)
2. Reading and Discussion Assignments (20%)
3. Written Reflections (20%)
4. Group Project (25%)
5. Final Exam (15%)
- 6.

**Class Participation and Attendance (20%):** This component assesses students' active engagement and regular attendance in class. Active participation involves contributing to class discussions, asking questions, and sharing insights related to the course topics. Students are expected to demonstrate a thorough understanding of the material and engage in meaningful dialogue with both the instructor and their peers. Attendance records will be maintained, and consistent presence in class is essential for earning a high grade in this category.

**Reading and Discussion Assignments (20%):** Throughout the course, students will be assigned readings from the required textbook and additional resources. These readings provide foundational knowledge and serve as a basis for in-class discussions. Students are expected to complete the assigned readings prior to each class and actively participate in discussions by offering analysis, asking questions, and contributing to the exploration of key concepts. The quality and depth of students' engagement with the readings and their ability to contribute meaningfully to discussions will determine their grade in this category.

**Written Reflections (20%):** This component focuses on students' ability to reflect on the course material and connect it to their personal experiences. Students will be assigned various reflection assignments throughout the term, where they will critically analyze and evaluate the concepts discussed in class. These written reflections should demonstrate a comprehensive understanding of the topics, as well as the ability to apply them to real-life situations. Students are expected to present their thoughts in a clear and well-structured manner, showcasing their critical thinking and self-awareness.

**Group Project (25%):** As part of the group project, students will collaborate with their peers to design a music therapy intervention for a specific population or setting. The project will involve conducting research, selecting appropriate techniques and interventions, and creating a comprehensive plan for implementing the intervention. Each group will be required to deliver a presentation showcasing their project, explaining their rationale, and providing evidence-based support for their choices. The project will be evaluated based on the clarity of the intervention plan, creativity, effective communication, and the overall quality of the presentation.

**Final Exam (15%):** The final exam will assess students' comprehensive understanding of the course material. It will cover the topics discussed throughout the term, including the history and evolution of music therapy, theoretical foundations, populations and settings, therapeutic techniques, assessment and evaluation, clinical skills, and professional issues. The exam may consist of multiple-choice questions, short-answer questions, and/or essay questions. Students are expected to demonstrate their knowledge, critical thinking skills, and the ability to apply the concepts learned in the course to practical scenarios.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## OHIO STATE POLICIES

### ACADEMIC INTEGRITY POLICY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so

I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

#### **COPYRIGHT FOR INSTRUCTIONAL MATERIALS**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

#### **CREATING AN ENVIRONMENT FREE FROM HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## **MENTAL HEALTH**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) ([go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). 24-hour emergency help is available through the [National Suicide Prevention Lifeline website](http://NationalSuicidePreventionLifeline.org) ([suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://TheOhioStateWellnessapp) ([go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp)) is also a great resource.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS).



After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: 614-292-3307
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: Baker Hall 098, 113 W. 12th Avenue

### Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.