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## Term Information

Effective Term Autumn 2025

## 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 2473  
Course Title Clinical Foundations of Music Therapy  
Transcript Abbreviation Foundations MT  
Course Description This course provides students with an in-depth exploration of the clinical foundations of music therapy, including assessment, treatment planning, and intervention techniques. Students will learn to apply music therapy principles and techniques in a variety of clinical settings through experiential exercises, case studies, and discussions.  
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 Music major or permission of the instructor.  
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**

- Understand the clinical foundations of music therapy, including assessment and treatment planning.
- Identify and describe various music therapy techniques and interventions.
- Develop clinical skills in music therapy through experiential exercises.
- Analyze and evaluate music therapy interventions in a clinical context.
- Demonstrate an understanding of ethical and legal issues in music therapy practice.
- Communicate effectively with clients, families, and other healthcare professionals in a clinical setting.
- Apply music therapy techniques and interventions in various clinical settings.

### **Content Topic List**

- Clinical Foundations of Music Therapy
- Assessment in Music Therapy
- Music Therapy Techniques and Interventions
- Clinical Improvisation in Music-Making
- Music Therapy with Children and Adolescents
- Music Therapy with Adults
- Music Therapy in Psychiatric Settings
- Ethics and Legal Issues in Music Therapy Practice
- Professional Issues in Music Therapy

### **Sought Concurrence**

No

## Attachments

- Music 2473 Clinical Foundations of Music Therapy syllabus v112324 12 20 24.docx: Proposed syllabus  
*(Syllabus. Owner: Banks, Eva-Marie)*
- BM Orchestral Instruments curriculum map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BA curriculum map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME General map for Music Therapy Electives 1 9 25.xls: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME Instrumental map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME Choral curriculum map for Music Therapy Electives 1 9 25.xls: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*

**Comments**

- - Here too there is a discrepancy between the number on the form and on the syllabus. Why .09 on the form?
- If the course will be able to count in some of your existing majors, please provide an updated curriculum map.

Many thanks. *(by Vankeerbergen,Bernadette Chantal on 01/08/2025 09:03 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	12/20/2024 03:34 PM	Submitted for Approval
Approved	Hedgecoth,David McKinley	01/07/2025 03:25 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/08/2025 09:04 PM	College Approval
Submitted	Banks,Eva-Marie	01/09/2025 10:13 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	01/22/2025 09:01 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/22/2025 11:36 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/22/2025 11:36 AM	ASCCAO Approval

MUSIC 2473  
Clinical Foundations of Music Therapy

**SYLLABUS**

3 Credits

Meeting Pattern TBD

55 minutes per day, 3 days per week (M/W/F) or

80 minutes per day, 2 days per week (T/R)

Timashev N-TBD

Term Year TBD

**INSTRUCTOR** TBD

**OFFICE** TBD

**TELEPHONE** TBD

**E-MAIL** TBD

**REQUIRED TEXTS**

Bruscia, K. E. (2014). Defining Music Therapy (3rd ed.). Barcelona Publishers.

**COURSE DESCRIPTION**

This course provides students with an in-depth exploration of the clinical foundations of music therapy, including assessment, treatment planning, and intervention techniques. Students will learn to apply music therapy principles and techniques in a variety of clinical settings through experiential exercises, case studies, and discussions. This course is a required course for undergraduate music therapy majors.

**FORMAT OF INSTRUCTION**

**Mode of delivery:** This course meets in person on **TBD**.

**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.

**Carmen** (Learning Management System): All assignments, readings not from the textbook, and additional resources will be posted on Carmen. Students are expected to check the platform regularly.

**Office Hours:** Instructor office hours are available by appointment. Students are encouraged to seek guidance or discuss any concerns throughout the course.

**Attendance Policy:** Active participation is crucial. More than three unexcused absences may affect your final grade.

## **LEARNING OUTCOMES**

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

1. Understand the clinical foundations of music therapy, including assessment and treatment planning.
2. Identify and describe various music therapy techniques and interventions.
3. Develop clinical skills in music therapy through experiential exercises.
4. Analyze and evaluate music therapy interventions in a clinical context.
5. Demonstrate an understanding of ethical and legal issues in music therapy practice.
6. Communicate effectively with clients, families, and other healthcare professionals in a clinical setting.
7. Apply music therapy techniques and interventions in various clinical settings.

## COURSE TOPICS AND SCHEDULE

### Week 1: Clinical Foundations of Music Therapy

#### Monday

- **Topics:**
  - Course Introduction
  - Overview of Syllabus and Course Expectations
  - Introduction to Music Therapy
- **Readings (to be completed before class):**
  - None (First day of class)
- **In-Class Activities:**
  - Ice-breaker activity to get to know classmates
  - Review of syllabus, grading policies, and course objectives
  - Open discussion: "What is Music Therapy?"—students share their initial thoughts
  - Presentation of a short video: *"An Introduction to Music Therapy"*
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 1: "Defining Music Therapy"
    - Write a one-page reflection on your understanding of music therapy (due Wednesday)

#### Wednesday

- **Topics:**
  - Defining Music Therapy
  - Historical Development of Music Therapy
- **Readings (to be completed before class):**
  - Bruscia, Chapter 1: "Defining Music Therapy"
- **In-Class Activities:**
  - **Due:** One-page reflection paper
  - Group discussion on reflections and key definitions from the reading
  - Lecture on the history and evolution of music therapy
  - Timeline activity: In small groups, create a timeline of significant events in music therapy history
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 2: "Models of Music Therapy"
    - Begin research on a notable music therapy pioneer for brief presentation (due Friday)

#### Friday

- **Topics:**
  - Historical and Current Models of Music Therapy
  - Music Therapy Pioneers
- **Readings (to be completed before class):**
  - Bruscia, Chapter 2: "Models of Music Therapy"
- **In-Class Activities:**
  - Student presentations on music therapy pioneers (3-5 minutes each)
  - Lecture on various models of music therapy (e.g., Psychodynamic, Behavioral, Humanistic)
  - Class discussion: Comparing different models and their applications
- **Assignments:**
  - **Homework:**
    - Read an assigned article on contemporary music therapy practices (provided on Carmen)
    - Prepare questions for Monday's discussion

## Week 2: Assessment in Music Therapy

### Monday

- **Topics:**
  - Introduction to Clinical Assessment
  - Importance of Assessment in Music Therapy
- **Readings (to be completed before class):**
  - Assigned article on contemporary music therapy practices
- **In-Class Activities:**
  - Group discussion on the assigned article
  - Lecture on the purpose and process of assessment in music therapy
  - Case study review: Initial assessment of a hypothetical client
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 3: "Assessment Methods in Music Therapy"
    - Reflect on how assessment informs treatment planning (1-page reflection due Wednesday)

### Wednesday

- **Topics:**
  - Clinical Assessment Techniques
  - Data Collection Methods
- **Readings (to be completed before class):**
  - Bruscia, Chapter 3: "Assessment Methods in Music Therapy"
- **In-Class Activities:**

- **Due:** Reflection on assessment and treatment planning
- Workshop on various assessment tools and techniques
- Role-play activity: Practicing assessment interviews in pairs
- Debriefing session on role-play experiences
- **Assignments:**
  - **Homework:**
    - Complete an assessment plan for a provided case study (due Friday)
    - Prepare for a quiz on assessment methods

## Friday

- **Topics:**
  - Data Analysis in Music Therapy
  - Ethical Considerations in Assessment
- **Readings (to be completed before class):**
  - Review notes from Chapters 1-3 for quiz
- **In-Class Activities:**
  - **Due:** Assessment plan assignment
  - **Quiz:** Assessment methods and key concepts
  - Lecture on data collection and analysis techniques
  - Discussion on ethical issues related to client assessment and confidentiality
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 4: "Interpreting Assessment Data"
    - Start a journal entry on ethical dilemmas in assessment (due Monday)



## Week 3: Assessment in Music Therapy (Continued)

### Monday

- **Topics:**
  - Interpreting Assessment Data
  - Case Formulation
- **Readings (to be completed before class):**
  - Bruscia, Chapter 4: "Interpreting Assessment Data"
- **In-Class Activities:**
  - **Due:** Journal entry on ethical dilemmas
  - Lecture on techniques for interpreting assessment findings
  - Group activity: Analyze sample data and formulate potential treatment goals
  - Discussion on cultural considerations in assessment
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 5: "Case Formulation and Treatment Planning"
    - Prepare a draft treatment plan based on the sample data (due Wednesday)

### Wednesday

- **Topics:**
  - Treatment Planning
  - Goal Setting in Music Therapy
- **Readings (to be completed before class):**
  - Bruscia, Chapter 5: "Case Formulation and Treatment Planning"
- **In-Class Activities:**
  - **Due:** Draft treatment plan
  - Workshop: Writing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals
  - Peer review: Exchange and critique treatment plans
  - Lecture on aligning interventions with client goals
- **Assignments:**
  - **Homework:**
    - Finalize treatment plan incorporating peer feedback (due Friday)
    - Read an article on evidence-based practice in music therapy

### Friday

- **Topics:**

- Evidence-Based Practice
- Review of Assessment and Treatment Planning
- **Readings (to be completed before class):**
  - Article on evidence-based practice
- **In-Class Activities:**
  - **Due:** Final treatment plan
  - Discussion on the role of evidence-based practice in treatment planning
  - Group presentation: Share treatment plans and rationales
  - Q&A session to clarify any lingering questions about assessment and planning
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 6: "Music Therapy Techniques and Interventions"
    - Begin journaling personal reflections on therapeutic techniques (ongoing assignment)

## Week 4: Music Therapy Techniques and Interventions

### Monday

- **Topics:**
  - Vocal and Instrumental Improvisation
  - Introduction to Therapeutic Techniques
- **Readings (to be completed before class):**
  - Bruscia, Chapter 6: "Music Therapy Techniques and Interventions"
- **In-Class Activities:**
  - Lecture on the use of improvisation in therapy
  - Live demonstration of improvisational techniques
  - Interactive exercise: Group improvisation using classroom instruments
- **Assignments:**
  - **Homework:**
    - Practice improvisation exercises at home
    - Prepare a short improvisation piece to share on Wednesday

## Wednesday

- **Topics:**
  - Active Music-Making Techniques
  - Facilitating Client Engagement
- **Readings (to be completed before class):**
  - None (focus on practice)
- **In-Class Activities:**
  - Student performances of improvisation pieces
  - Feedback session on improvisation techniques
  - Role-play scenarios: Facilitating active music-making with clients
  - Discussion on adapting techniques for different populations
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 7: "Receptive Methods in Music Therapy"
    - Write a reflection on the challenges of facilitating music activities (due Friday)

## Friday

- **Topics:**
  - Music Listening and Relaxation Techniques
  - Receptive Methods in Music Therapy
- **Readings (to be completed before class):**
  - Bruscia, Chapter 7: "Receptive Methods in Music Therapy"
- **In-Class Activities:**
  - **Due:** Reflection on facilitating music activities
  - Lecture on receptive methods, including guided imagery and music listening
  - Guided relaxation exercise led by the instructor
  - Group discussion on the therapeutic benefits of receptive methods
- **Assignments:**
  - **Homework:**
    - Select a piece of music for a guided imagery activity (due Monday)
    - Read an article on songwriting in therapy

## Week 5: Music Therapy Techniques and Interventions (Continued)

### Monday

- **Topics:**
  - Songwriting and Lyric Analysis
  - Creative Expression in Therapy
- **Readings (to be completed before class):**
  - Article on songwriting in therapy
- **In-Class Activities:**
  - Lecture on the use of songwriting as a therapeutic tool
  - Activity: Lyric analysis of a selected song in small groups
  - Discussion on how songwriting can address therapeutic goals
- **Assignments:**
  - **Homework:**
    - Begin a personal songwriting project (due Friday)
    - Prepare for Wednesday's guided imagery session

### Wednesday

- **Topics:**
  - Guided Imagery and Music (GIM)
  - Facilitation Skills
- **Readings (to be completed before class):**
  - Review selected music pieces for guided imagery
- **In-Class Activities:**
  - Student-led guided imagery sessions using selected music
  - Feedback and discussion on facilitation techniques
  - Lecture on adapting GIM for different client needs
- **Assignments:**
  - **Homework:**
    - Continue working on personal songwriting project
    - Reflect on GIM experience (journal entry due Friday)

## Friday

- **Topics:**
  - Presentation of Songwriting Projects
  - Integrating Techniques into Practice
- **Readings (to be completed before class):**
  - None (focus on project completion)
- **In-Class Activities:**
  - **Due:** Personal songwriting project and GIM reflection
  - Student presentations of songwriting projects
  - Group discussion: Challenges and insights from the songwriting process
  - Lecture on combining multiple techniques in therapy sessions
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 8: "Clinical Improvisation Techniques"
    - Prepare for next week's focus on improvisation

## Week 6: Clinical Improvisation and Active Music-Making

### Monday

- **Topics:**
  - Clinical Improvisation Techniques
  - Spontaneity in Therapy
- **Readings (to be completed before class):**
  - Bruscia, Chapter 8: "Clinical Improvisation Techniques"
- **In-Class Activities:**
  - Lecture on different improvisation methods (e.g., free, thematic)
  - Interactive improvisation exercises in pairs
  - Discussion on how improvisation can reveal client needs
- **Assignments:**
  - **Homework:**
    - Practice improvisation techniques with a partner
    - Read an article on therapeutic communication

## Wednesday

- **Topics:**
  - Active Music-Making in a Clinical Context
  - Enhancing Client Participation
- **Readings (to be completed before class):**
  - Article on therapeutic communication
- **In-Class Activities:**
  - Workshop: Strategies for encouraging client participation
  - Role-play: Simulating sessions with reluctant clients
  - Feedback session on communication styles
- **Assignments:**
  - **Homework:**
    - Prepare a mini-session plan incorporating improvisation (due Friday)
    - Reflect on personal communication strengths and areas for improvement

## Friday

- **Topics:**
  - Student-Led Mini Sessions
  - Communication and Facilitation Skills
- **Readings (to be completed before class):**
  - None (focus on session preparation)
- **In-Class Activities:**
  - **Due:** Mini-session plan
  - Students conduct mini sessions with peers acting as clients
  - Group feedback on facilitation and communication techniques
  - Discussion on adapting sessions in real-time based on client responses
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 9: "Group Dynamics in Music Therapy"
    - Journal entry on facilitation experience (due Monday)



## Week 7: Clinical Improvisation and Active Music-Making (Continued)

### Monday

- **Topics:**
  - Interpersonal and Therapeutic Communication
  - Self-Awareness in Therapy
- **Readings (to be completed before class):**
  - Bruscia, Chapter 9: "Group Dynamics in Music Therapy"
- **In-Class Activities:**
  - **Due:** Journal entry on facilitation experience
  - Lecture on therapeutic communication techniques
  - Activity: Active listening exercises
  - Discussion on the importance of self-awareness and reflection
- **Assignments:**
  - **Homework:**
    - Read an article on empathy in therapeutic relationships
    - Prepare for group dynamics activity on Wednesday

### Wednesday

- **Topics:**
  - Group Dynamics in Music Therapy
  - Leadership Styles
- **Readings (to be completed before class):**
  - Article on empathy in therapeutic relationships
- **In-Class Activities:**
  - Workshop on group facilitation techniques
  - Role-play: Leading a group music therapy session
  - Debrief on leadership styles and group responses
- **Assignments:**
  - **Homework:**
    - Plan a group session outline (due Friday)
    - Reflect on personal leadership style

## Friday

- **Topics:**
  - Student-Led Group Sessions
  - Feedback on Group Facilitation
- **Readings (to be completed before class):**
  - None (focus on session planning)
- **In-Class Activities:**
  - **Due:** Group session outline
  - Students lead group sessions with classmates
  - Peer and instructor feedback on group facilitation skills
  - Discussion on managing group dynamics and conflicts
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 10: "Music Therapy with Children and Adolescents"
    - Begin research on developmental considerations (due next week)

## Week 8: Music Therapy with Children and Adolescents

### Monday

- **Topics:**
  - Developmental Considerations
  - Techniques for Children and Adolescents
- **Readings (to be completed before class):**
  - Bruscia, Chapter 10: "Music Therapy with Children and Adolescents"
- **In-Class Activities:**
  - Lecture on developmental stages and their impact on therapy
  - Video case studies of sessions with children and adolescents
  - Discussion on tailoring interventions to developmental needs
- **Assignments:**
  - **Homework:**
    - Prepare a brief presentation on a specific population within children/adolescents (due Wednesday)
    - Read an article on play therapy techniques



## Wednesday

- **Topics:**
  - Specialized Techniques
  - Addressing Specific Needs
- **Readings (to be completed before class):**
  - Article on play therapy techniques
- **In-Class Activities:**
  - Student presentations on specific populations (e.g., autism, trauma)
  - Workshop: Integrating play into music therapy
  - Role-play: Practicing techniques with peers
- **Assignments:**
  - **Homework:**
    - Develop a session plan for a child or adolescent client (due Friday)
    - Reflect on ethical considerations when working with minors

## Friday

- **Topics:**
  - Ethical and Cultural Considerations
  - Session Planning
- **Readings (to be completed before class):**
  - None (focus on session planning)
- **In-Class Activities:**
  - **Due:** Session plan
  - Discussion on consent, confidentiality, and parental involvement
  - Review of cultural sensitivity in therapy
  - Group activity: Creating culturally appropriate interventions
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 11: "Music Therapy with Adults"
    - Prepare for next week's focus on adult populations

## Week 9: Music Therapy with Adults

### Monday

- **Topics:**
  - Overview of Adult Populations
  - Life Transitions and Challenges
- **Readings (to be completed before class):**
  - Bruscia, Chapter 11: "Music Therapy with Adults"
- **In-Class Activities:**
  - Lecture on common issues faced by adult clients
  - Case study analysis: Working with adults in various settings
  - Discussion on adapting techniques for adult clients
- **Assignments:**
  - **Homework:**
    - Read an article on music therapy in geriatric care
    - Reflect on personal biases that may affect therapy

### Wednesday

- **Topics:**
  - Techniques and Interventions for Adults
  - Addressing Mental Health
- **Readings (to be completed before class):**
  - Article on music therapy in geriatric care
- **In-Class Activities:**
  - Guest speaker: Music therapist specializing in adult mental health
  - Q&A session with the guest speaker
  - Activity: Designing interventions for stress, anxiety, and depression
- **Assignments:**
  - **Homework:**
    - Prepare a mini-session plan for an adult client (due Friday)
    - Read about music therapy in substance abuse treatment

## Friday

- **Topics:**
  - Specialized Adult Populations
  - Substance Abuse and Rehabilitation
- **Readings (to be completed before class):**
  - Materials on music therapy in substance abuse treatment
- **In-Class Activities:**
  - **Due:** Mini-session plan
  - Lecture on the role of music therapy in rehabilitation settings
  - Group activity: Creating a therapeutic playlist for mood regulation
  - Discussion on challenges in working with resistant clients
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 12: "Music Therapy in Medical Settings"
    - Begin preparing for midterm exam (next week)

## Week 10: Music Therapy in Medical Settings

### Monday

- **Topics:**
  - Overview of Medical Music Therapy
  - Interdisciplinary Collaboration
- **Readings (to be completed before class):**
  - Bruscia, Chapter 12: "Music Therapy in Medical Settings"
- **In-Class Activities:**
  - Lecture on the role of music therapy in hospitals and clinics
  - Video presentation of music therapy in oncology and palliative care
  - Discussion on working within interdisciplinary teams
- **Assignments:**
  - **Homework:**
    - Study for midterm exam (covers Weeks 1-9)
    - Prepare any questions for review session on Wednesday

## Wednesday

- **Topics:**
  - Midterm Review
  - Q&A Session
- **Readings (to be completed before class):**
  - Review notes and readings from Weeks 1-9
- **In-Class Activities:**
  - Comprehensive review of key concepts and techniques
  - Jeopardy-style game to reinforce learning
  - Open floor for questions and clarifications
- **Assignments:**
  - **Homework:**
    - Finalize studying for midterm exam
    - Ensure all journal entries are up to date

## Friday

- **Topics:**
  - **Midterm Exam**
- **Readings (to be completed before class):**
  - None
- **In-Class Activities:**
  - Midterm exam covering material from Weeks 1-9
  - Post-exam debriefing and stress-relief activity
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 13: "Music Therapy in Psychiatric Settings"
    - Begin thinking about topics for final project

## Week 11: Music Therapy in Psychiatric Settings

### Monday

- **Topics:**
  - Overview of Psychiatric Music Therapy
  - Common Diagnoses and Treatment Goals
- **Readings (to be completed before class):**
  - Bruscia, Chapter 13: "Music Therapy in Psychiatric Settings"
- **In-Class Activities:**
  - Lecture on the role of music therapy in mental health
  - Case studies of clients with various psychiatric diagnoses
  - Discussion on stigma and ethical considerations
- **Assignments:**
  - **Homework:**
    - Read an article on trauma-informed care
    - Prepare a brief on a psychiatric condition of interest (due Wednesday)

### Wednesday

- **Topics:**
  - Techniques and Interventions
  - Trauma-Informed Care
- **Readings (to be completed before class):**
  - Article on trauma-informed care
- **In-Class Activities:**
  - **Due:** Brief on psychiatric condition
  - Lecture on trauma-informed approaches in music therapy
  - Activity: Designing interventions that promote safety and empowerment
  - Discussion on self-care for therapists
- **Assignments:**
  - **Homework:**
    - Develop a self-care plan (due Friday)
    - Read about legal considerations in psychiatric settings

## Friday

- **Topics:**
  - Legal and Ethical Issues
  - Professional Boundaries
- **Readings (to be completed before class):**
  - Materials on legal considerations
- **In-Class Activities:**
  - **Due:** Self-care plan
  - Lecture on confidentiality, mandated reporting, and documentation
  - Scenario analysis: Navigating ethical dilemmas
  - Group discussion on maintaining professional boundaries
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 14: "Ethics and Legal Issues in Music Therapy Practice"
    - Prepare for ethics debate next week

## Week 12: Ethics and Legal Issues in Music Therapy Practice

### Monday

- **Topics:**
  - Professional Standards and Codes of Ethics
  - Ethical Decision-Making Models
- **Readings (to be completed before class):**
  - Bruscia, Chapter 14: "Ethics and Legal Issues in Music Therapy Practice"
- **In-Class Activities:**
  - Lecture on the AMTA Code of Ethics
  - Introduction to ethical decision-making models
  - Case study: Applying models to ethical dilemmas
- **Assignments:**
  - **Homework:**
    - Prepare arguments for ethics debate (Wednesday)
    - Read about scope of practice in music therapy

## Wednesday

- **Topics:**
  - Ethics Debate
  - Scope of Practice
- **Readings (to be completed before class):**
  - Materials on scope of practice
- **In-Class Activities:**
  - Ethics debate: Students present and defend positions on assigned ethical scenarios
  - Discussion on the importance of staying within one's scope of practice
  - Review of resources for ethical guidance
- **Assignments:**
  - **Homework:**
    - Begin outlining final project (due Week 14)
    - Read about continuing education and professional development

## Friday

- **Topics:**
  - Professional Responsibilities
  - Advocacy and Continuing Education
- **Readings (to be completed before class):**
  - Materials on professional development
- **In-Class Activities:**
  - Lecture on the role of advocacy in music therapy
  - Workshop: Setting professional development goals
  - Discussion on the benefits of joining professional organizations
- **Assignments:**
  - **Homework:**
    - Read Bruscia, Chapter 15: "Advancing Knowledge and Skills in Music Therapy"
    - Continue working on final project

## Week 13: Professional Issues in Music Therapy

### Monday

- **Topics:**
  - Career Opportunities
  - Job Search Strategies
- **Readings (to be completed before class):**
  - Bruscia, Chapter 15: "Advancing Knowledge and Skills in Music Therapy"
- **In-Class Activities:**
  - Lecture on various career paths in music therapy
  - Resume and cover letter writing workshop
  - Networking strategies and interview tips
- **Assignments:**
  - **Homework:**
    - Draft a professional resume and cover letter (due Wednesday)
    - Prepare questions for guest panel

### Wednesday

- **Topics:**
  - Guest Panel of Practicing Music Therapists
  - Q&A Session
- **Readings (to be completed before class):**
  - None
- **In-Class Activities:**
  - **Due:** Resume and cover letter drafts
  - Guest panel presentations
  - Q&A session focusing on real-world experiences and advice
  - Discussion on transitioning from student to professional
- **Assignments:**
  - **Homework:**
    - Revise resume and cover letter based on feedback
    - Continue working on final project



## Friday

- **Topics:**
  - Advancing Knowledge and Skills
  - Preparing for Certification
- **Readings (to be completed before class):**
  - Materials on the CBMT certification process
- **In-Class Activities:**
  - Lecture on requirements for Board Certification in Music Therapy
  - Overview of exam content and study resources
  - Activity: Creating a study plan for the certification exam
- **Assignments:**
  - **Homework:**
    - Finalize final project for presentation
    - Prepare for course conclusion and reflections

## Week 14: Final Project and Conclusion

### Monday

- **Topics:**
  - Final Project Presentations
- **Readings (to be completed before class):**
  - None
- **In-Class Activities:**
  - Students present final projects (case study analysis and treatment planning)
  - Peer feedback and discussion
  - Reflection on learning outcomes achieved
- **Assignments:**
  - **Homework:**
    - Prepare for final exam (covers entire course)
    - Complete course evaluation

## Wednesday

- **Topics:**
  - Final Project Presentations (Continued)
  - Course Review
- **Readings (to be completed before class):**
  - Review all course materials
- **In-Class Activities:**
  - Continuation of final project presentations
  - Comprehensive course review and Q&A session
  - Discussion on future steps and ongoing learning
- **Assignments:**
  - **Homework:**
    - Study for final exam
    - Reflect on personal growth throughout the course

## Friday

- **Topics:**
  - **Final Exam**
  - Course Conclusion
- **Readings (to be completed before class):**
  - None
- **In-Class Activities:**
  - Administration of final exam
  - Closing remarks from the instructor
  - Sharing of final thoughts and course evaluations
- **Assignments:**
  - **Homework:**
    - None (Course completed)

## GRADING

1. Class Participation and Attendance (20%)
2. Reading and Discussion Assignments (20%)
3. Written Reflections (20%)
4. Case Study Analysis and Treatment Planning (25%)
5. Final Exam (15%)

**Class Participation and Attendance (20%):** Students are expected to actively participate in class discussions, contribute insights and questions related to the clinical foundations of music therapy, and engage with their peers. Regular attendance is crucial for this component, as active participation and involvement in class activities are essential for 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 on the clinical foundations of music therapy. Students are expected to complete the assigned readings before each class and actively participate in discussions by sharing their analysis, asking questions, and contributing to the exploration of key concepts. The quality of engagement with the readings and the ability to contribute meaningfully to discussions will determine the grade in this component.

**Written Reflections (20%):** Students will be assigned various reflection assignments throughout the term. These assignments require students to critically analyze and evaluate the concepts covered in class and connect them to their personal experiences and observations. The written reflections should demonstrate a comprehensive understanding of the course material, thoughtful reflection, and the ability to apply the concepts in practical contexts. Clear and well-structured writing that showcases critical thinking and self-awareness will be important for a high grade in this category.

**Case Study Analysis and Treatment Planning (25%):** This component focuses on students' ability to apply the clinical foundations of music therapy in real-life scenarios. Students will be given case studies representing different clinical populations and settings. They will be required to analyze the case, develop appropriate treatment plans, and justify their choices based on the principles and techniques learned in the course. The quality of analysis, the appropriateness of the treatment plan, and the ability to demonstrate a deep understanding of the clinical foundations of music therapy will determine the grade in this category.

**Final Exam (15%):** The final exam will assess students' comprehensive understanding of the course material, including the clinical foundations of music therapy, assessment techniques, treatment planning, various music therapy techniques and interventions, and ethical and legal issues in practice. 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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](#) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](#) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](#) (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.

### RELIGIOUS ACCOMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and

practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact **the [Office of Institutional Equity](#)**. (Policy: [Religious Holidays, Holy Days and Observances](#))

## **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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

## **SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## **DIVERSITY**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. After registration, make arrangements

with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).