

Syllabus for
MUT 203- Psychology of Music
3 Credit hours
Spring 2024

I. COURSE DESCRIPTION

An integrated study of psychological and physiological responses to music. Emphasis includes functions of music, auditory and musical perception, music cognition, musical behaviors, creativity and performance, aesthetic experience, musical preference, human emotions as they relate to music therapy, and musical learning.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After completing this course successfully, students will be able to:

- A. Apply basic knowledge of the psychological aspects of the musical experience including, but not limited to, perception, cognition, movement, affective response, learning, development, performance, preference, and creativity.
- B. Discuss the cultural, sociological, and psychological impact of music in the lives of children, adolescents, and adults.
- C. Describe pitch processing of single, combined, and complex tones and the psycho-acoustical foundations and auditory process from the creation of sound to processes of the inner ear and brain.
- D. Define trends in the responses of music heard in the market, environment, workplace, and entertainment and relate these trends to the current practices in music therapy.
- E. Define the perception of rhythm in music as it relates to pedagogy, musical performance, and music therapy.
- F. Explain the function of scales and the perceptions of melodic and harmonic structures as they relate to pedagogy, musical performance, and music therapy.
- G. Explain the impact of music aptitude and music learning theories as it is related to pedagogy, musical performance, and music therapy.
- H. Present one or two specific therapeutic uses, approaches, or practices of music in Biblical and scientific healing within the field of music therapy as they relate to the psychology of music.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: Music Therapy
This course meets the following Music Therapy program outcomes.

1. Train students to practice music therapy as an established healthcare profession that uses music to address physical, emotional, cognitive, spiritual, and social needs of individuals of all ages. Educate students to become (1) accomplished music therapists who can serve a wide range of patient populations with extensive clinical skill, knowledge, and experience, (2) equipped health care professionals utilizing evidence-based practice models of music in therapy and medicine, and (3) consummate professional musician and promoters of music therapy.

2. Prepare our students for music therapy internship and equip them to pass Music Therapy Board Certification Exam (CBMT).
3. Encourage students to globally advocate that music therapy improves the quality of life for persons who are healthy as well as children and adults with disabilities or illnesses by justifying and generating their own evidence of the effect of music therapy which brings powerful changes in people's lives.
4. Embolden our students to apply Christian Music Therapy which combines power of God's healing and effects of music and take the fundamental responsibility of being a Christian music therapist by providing the best possible music therapy treatment services for every client/patient who God deeply cares and loves.
5. Encourage students to integrate their Christian faith with the discipline of music therapy, practice servanthood of Christ for people in less fortunate situations through the music therapy clinical training, appreciate the glory and healing power of Christ visible in the music therapy process for individuals with various disorders, and experience God's covenants in the therapeutic procedure.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Personal Resilience
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

<Music, Thought, and Feeling: Understanding the Psychology of Music> 2nd Edition
by William Forde Thompson ISBN 10- 9780199947317

VI. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures
Music Department policies and procedures are in the department's student handbook.

C. Course Policies and Procedures

Use of electronic device including cell phone during the class is strictly prohibited. Lap top computer is only allowed for taking notes. If any student violates this policy, instructor will ask the student to leave the classroom immediately.

1. Assignments

- a. **Chapter Summary** – Read each chapter (1-10) and submit an outline of each chapter (W. F. Thompson, 2014).
- b. **Student PPT Lecture & Forum**- Each student will provide PPT presentation for the assigned chapters and facilitate a class discussion/forum on the presented topics and studied materials.
- c. **Research Article Review/Summary** - Two scientific research article reviews from two of the following journals: *Music Perception*, *Psychology of Music*, *Nordic Journal of Music Therapy*, *Journal of Music Therapy*, and/or *PsychInfo* articles. Each should be APA style (7th edition) and include the following information: (1) the purpose or hypothesis of the study, (2) a brief description of the research procedures (methodology, design, subjects, etc.), (3) the major results and conclusions, and (4) discussion of the value and/or meaning of the research findings.
- d. **Research Paper & Presentation** - A research paper relating directly to one of the instructional units and reflecting the following: (1) a clear statement of the topic and how it relates to understanding musical behavior, (2) a review of relevant research and professional including at

least 5 scholarly journal articles, and (3) a synthesis of the research and its implications for understanding human interactions with music.

Paper

- 1) Paper should be written in APA style
- 2) The literature review should include **at least 5** scholarly journal articles from following journals: *Music Perception, Psychology of Music, Journal of Music Therapy, Nordic Journal of Music Therapy*, and/or *PsychInfo* articles; include APA style citations within paper
- 3) Include a Reference List in APA style
- 4) Length of paper: 7 – 10 pages double-spaced (NOT including Reference List)

Presentation: Power point presentation of your research paper

- e. **Class Discussion & Participation:** Group discussions on the assigned topics/issues, and presentation to the class. A written summary of the class presentation is required.
- f. **Final Exam:** A comprehensive exam that includes essay questions. No-make-up exams except in the case of student illness as verified by physician’s note.

2. Grading Distribution

Chapter Summary & PPT Presentation (10 chapters x 5 points)	50 %
Article Review (2 reviews x 5 points)	10 %
In-Class Projects & Presentation (10 presentations)	10 %
Research Paper (10 points)	10%
Research Presentation (5 points)	5 %
Final Exam	15 %
Total	
	100%

3. Grades

A= 90 ~ 100 % B= 80 ~ 89 % C = 70 ~ 79 D = 60 ~ 69 % F = Below 59 %

- a. In order to meet American Music Therapy Association (AMTA) standards, music therapy students need to earn a grade of C or better in all core music therapy courses, including this one.
- b. Incompletes are rare and may be granted with proper documentation in the case of severe health emergencies or death in the immediate family.
- c. Students are expected to complete the course on time. Grades are posted using the university. Students may review or discuss grades with the instructor at any time.

VI. COURSE CALENDAR

Week	Topics & Assignments	Reading
1	Course Overview and Requirements APA writing style Article Reading: Lim, H.A., & Watson, A. L. (2018). Musical Tasks and Energetic Arousal, <i>Journal of Music Therapy</i> , 55(1), 109-131. Research Summaries Format Introduction Due: Ch. 1 Summary	Ch. 1

2	Music, A Phenomenon of people, society, and culture Origins of Music Due: Ch. 2 Summary Class Presentation: Functions of Music	Ch.2
3	Musical Building Blocks & Psycho-Acoustical Foundation Due: Ch. 3 Summary Class Presentation: Musical building blocks, Auditory system/ Pitch Perception/Critical Band	Ch.3
4	Music Acquisition Due: Ch. 4. Summary Class Presentation: Music Acquisition	Ch. 4
5	Perceiving Music Structure Due: Ch. 5 Summary Research Article Summary # 1 Class Presentation: My 12 bars of melody & harmony	Ch. 5
6	Music and Emotion Due: Ch. 6 Summary Class Presentation: Musical Preference Survey Study	Ch.6
7	Music and the Brain Due: Ch. 7 Summary “Exploring the Impact of Music on Brain Function” by Dr. Patel Class Presentation: PPT Presentation of new research findings on Music and The Brain	Ch.7
8	Performing Music Due: Ch. 8 Summary Research Article Summary # 2 Class Presentation: Comparative Analysis of My Favorite Performances Due: Topic Proposal for Research Paper	Ch.8
9	Composing Music Due: Ch. 9 Summary Class Presentation: Song Writing	Ch.9
10	Music and Other Abilities Due: Ch. 10 Summary Class Presentation: My Music Lesson 101	Ch.10
11	Research Presentation	
12	Research Presentation	
13	Final Exam	

- **Chapter summary is due before the assigned topic lecture/class discussion**

Program Outcome Alignment: MUSIC THERAPY

This program contributes to the University outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Personal Resilience					
Outcome 17 AMTA Standard 8	Music Therapy Students will complete 1200 hours of clinical training including a full-time music therapy internship training at AMTA approved internship site with MT-BC's clinical supervision on a regular basis.		x		
Intellectual Pursuit					
Outcome 10 AMTA Standard 1	Music Therapy Students will learn to accept clients for music therapy in accordance with specific criteria of a cognitive, communication, psychological, educational, social, or physiological need.		x		
Outcome 11 AMTA Standard 2	Music Therapy Students will develop and administer the music therapy assessment which includes the general categories of psychological, cognitive, communicative, social, and physiological functioning focused on the client's needs and strengths, culture, as well as the client's responses to music, music skills and musical preferences.		x		
Outcome 12 AMTA Standard 3	Music Therapy Students will develop an individualized treatment plan based upon the music therapy assessment, the client's prognosis, and applicable information from other disciplines and sources.	x			
Outcome 13 AMTA Standard 4	Music Therapy Students will practice delivering services according to the written treatment plan with established therapeutic goals and objectives and providing the highest level and quality of music involvement consistent with the functioning level of the client by reflecting his or her best abilities as a musician.		x		
Outcome 14 AMTA Standard 5	Music Therapy Students will practice documenting the client's referral to music therapy, assessment, placement, treatment plan, and ongoing progress in music therapy in a manner consistent with federal, state, and other regulations and policies.		x		
Outcome 15 AMTA Standard 6	Music Therapy Students will learn how to terminate music therapy services when the client has attained stated goals and objectives, fails to benefit from services, can no longer be scheduled, or is discharged based on scheduling periodic reevaluation to determine the need for follow-up services.		x		

Outcome 16 AMTA Standard 7	Music Therapy Students will obtain knowledge of current developments in research, theory, and techniques in music therapy related areas specific to the populations and therapeutic settings.	x			
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