

**MEMT 763: Influence of Music on Behavior**  
**Fall 2014**

**Course Meetings:** Tuesdays & Thursdays, 2:00-3:15 p.m.  
574 Murphy Hall

**Instructors:** Deanna Hanson-Abromeit, Ph.D., MT-BC  
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Office Hours: Monday 2:00-3:00 PM & Thursday 10:00-11:00 AM

Bill Matney, M.A., MT-BC,  
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Office Hours: Wednesday 11:00AM-12:00PM & Thursday 1:00PM-2:00PM

**Required Text:** Farinella, M. & Roš, H. (2013). *Neurocomic*. London: Nobrow Press.

Pinel, J.P.J. & Edwards, M. (2008). *A Colorful Introduction to the Anatomy of the Human Brain* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon.

Locke, L.F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and Understanding Research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Additional readings will be assigned by the instructor and selected by the students over the course of the semester to supplement the texts. Assigned readings will be accessible online, on Blackboard, or in the music library.

**Recommended Text:** *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition (2<sup>nd</sup> printing)

**Course Rationale:** This is an introductory course on the cognitive neuroscience of music that explores a basic understanding of neurological music foundations to inform the therapeutic function of music as a mechanism for change in human behavior.

**Professional Integrity:** Mutual respect and a non-judgmental attitude are essential to the learning environment of this class and overall professional integrity. This applies to class preparation, in-class discussions & participation, and the use of technology in the classroom. Technology is to be used in a manner related to course content that is respectful and professional to instructors and fellow students. Phone calls and text messaging during class time is not an acceptable form of professional integrity.

**The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu>. Please contact Dr. Hanson-Abromeit privately in regard to your needs in this course.**

**Course Objectives:** Course objectives focus on the acquisition of knowledge of neurological processes of musical characteristics and application to therapeutic outcomes. Corresponding ATMA Professional Competency (see <http://www.musictherapy.org/about/competencies/>) and CBMT Scope of Practice (see <http://www.cbmt.org/>) are indicated.

1. Articulate the relationship between brain structures, function and the role of music to facilitate human behavioral & functional outcomes.  
(AMTA Competency: 12.1, 12.2, 12.3, 18.2; CBMT Scope: I.A.13, 14, 15; I.C.14; II.A.5.a, b)
2. Use evidence-based research to create a theoretical basis to inform the effective purpose and description of the musical characteristics for therapeutic outcomes (AMTA Competency: 1.2, 14.5, 15.4, 15.5, 15.6, 18.2, 19.3; CBMT Scope: I.A.13, 14, 15; I.C.14; II.A.5.a, b)
3. To develop critical thinking and articulation of scholarly thought on the influence of music on human behavior, in both oral and written forms. (AMTA Competency: 22.3, 22.7, 25.3, 25.4)
4. Use the terminology to describe and apply brain function and music to a clinical problem (AMTA Competency: 15.14, 15.5, 15.6, 18.2; CBMT Scope: I.A.13, 14, 15; I.C.14; II.A.5.a, b)

**Graduate Objectives:** In addition to the course objectives listed above, graduate students will complete supplemental assignments and course discussions to facilitate deeper learning in order to address the following AMTA Advanced Competencies.

I. PROFESSIONAL PRACTICE            A. Theory

- 1.1 Apply comprehensive knowledge of the foundations and principles of music therapy practice.
- 1.2 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice and/or research.
- 1.3 Differentiate the theoretical or treatment orientations of current models of music therapy.
- 1.4 Identify theoretical constructs underlying various clinical practices and research approaches.
- 1.5 Understand emerging models and trends in music therapy.
- 1.6 Apply current literature in music therapy and related fields relevant to one's area(s) of expertise.

I. PROFESSIONAL PRACTICE            D. Research

- 6.1 Perform comprehensive literature searches using various indices to identify gaps in knowledge.
- 6.12 Evaluate scholarly and student research regarding research questions or problems, methods, procedures, data collection, analysis, and conclusions.

**Course Assessment:**

**Preparation & Participation:** It is expected that each student will read the required readings prior to attending class. Students will also be expected to prepare their selected readings in order to demonstrate knowledge, thoughtful consideration, and critical analysis of the content so that other students can be adequately informed. Individual assignments and collaborative learning opportunities will occur across the semester. Participation is critical to the learning of all students and active engagement is expected. (Obj. 1-4; Advanced Competencies I.A.1.1-1.6; I.D.6.1, 6.12)

**Research Citations:** Each student will access research articles related to topics being discussed in class and reviewed based on readings in the graduate text. Graduate students will provide a brief oral synopsis of their reviewed article and discuss how the article informs or applies to their profession (e.g. music therapy students would relate the article to the clinical practice of music therapy). Graduate students will type a one-page summary that will be posted to Blackboard for other students' to reference, as well as a critical analysis of the article based on readings in the graduate text (Locke, et al.). Specific guidelines will be provided. (Obj. 2 & 3; Advanced Competency I.A.1.1, 1.2, 1.5, 1.6; I.D.6.1, 6.12)

**Current Events:** Students will select one current event (article, video, podcast, or news clip) related to course topics and will present a brief overview of the current event and how it is, or may be, relevant and/or related to course topics on an assigned class date. Based on the current event, a question will be posed by the student presenter for small group discussion. Presentation & discussion will occur in the first 5 minutes of class. Any change in the assigned current event presentation date will be at the discretion of the instructor. (Obj. 1, 3 & 4; Advanced Competency I.A.1.1 - 1.6; I.D.6.12)

**Current Events Position Paper:** Students will select a current event (one previously presented or another of interest) and critically appraise its quality and accuracy. Students will write a 2-page position paper that demonstrates a reasoned defense or critique of the current event. Position papers will be peer and instructor reviewed and evaluated. (Obj. 1-4; Advanced Competency I.A.1.1, 1.2, 1.3, 1.4, 1.5, 1.6; I.D.6.1, 6.12)

**Quizzes & Exams:** Periodic quizzes and exams will be given based on course content from readings, class lectures, discussions and blogs. Students will be informed of exams in advance. (Obj. 1- 4)

**Therapeutic Function of Music Application:** Students will begin the semester by illustrating the Therapeutic Function of Music (TFM) Worksheet for their clinical practicum placement. Over the course of the semester, students will apply course content to identify a neurological theoretical framework to inform intentional application to music-based intervention. Students will present the synthesis of their TFM and an example of an intervention strategy designed from the TFM. (Obj. 1-4; Advanced Competency I.A. 1.1, 1.2, 1.3, 1.4, 1.6; I.D.6.1, 6.12)

**Assignment Policy:** *All written assignments must be typed in Microsoft Word. If a hard copy is requested it must be stapled in the upper left-hand corner.* Due dates for course readings and assessment will be provided on the unit calendar; however, dates may be subject to change and will be verified in class. All paperwork, assignments and exams are **expected at the start of class** on the due date without exception. **Late assignments will not be accepted and automatically result in a zero for that assignment.**

**Attendance Policy:** Attendance at all scheduled classes is expected. This course is structured to be cumulative and collaborative. Therefore, students are allocated only **two** absences from class during the semester. Each additional absence will result in a 5% deduction from the student's final grade and in a meeting with the instructor(s), at which point the student may be asked to withdraw from class. It is the student's responsibility to access any information missed from an absence.

**Point Distribution:**

Preparation & Participation	20%
Research Citations	20%
Current Events	5%
Current Event Position Paper	15%
Quizzes & Exams	10%
Therapeutic Function of Music	30%

**Grading Scale:**

100-95 = A	94-90 = A-	
89-87 = B+	86-83 = B	82-80 = B-
79-77 = C+	76-73 = C	72-70 = C-
69-67 = D+	66-63 = D	62-60 = D-
<60 = F		