



UNIVERSITY OF
CALGARY
NURSING

NURSING 511 WWW

[previously N.503.09]

SPRING SESSION 2010

COURSE OUTLINE & SYLLABUS

INTRODUCTION TO MUSIC AND SOUND FOR THE HELPING PROFESSIONS



Available on Nursing 511 Blackboard, Course Outline section of Menu at:
<http://blackboard.ucalgary.ca>

DATE: May 17 – June 25 , 2010
Delivered entirely via the **World Wide Web**

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N511 Introduction to the Use of Music and Sound for the Helping Professions

Welcome to N511

This course is an introduction to the use of music and sound in healthcare. Because it is offered as a Nursing course, the emphasis is on the role of the nurse in assessing, planning, implementing and evaluating plans that incorporate the use of music and sound. As Buckwalter and her colleagues (1985) noted, although research has been done on the use of music therapy, there is little documentation of music as a therapeutic intervention in nursing (p. 66) despite the teaching of Florence Nightingale over a century ago of the importance of music for the sick and the role of the nurse as a regulator of the environment.

We hope you enjoy the opportunity to explore this role of nursing, which can be both diversionary and enhancing of health.

Pre-requisites

Permission of the Faculty

Faculty

<p>Dr. C. Le Navenec</p>	<p>Welcome to Nursing 511: An Introduction to the use of Music and Sound in Health Care. I am the Course Coordinator for Nursing 511. I graduated from a three-year diploma program at St. Mary's Hospital in Montreal, Quebec and later enrolled in studies in Public Health Nursing at the Faculty of Nursing, McGill University. My subsequent work was in the area of community mental health nursing, following by masters and doctoral work in the sociology of mental health and sociology of the family at the University of Toronto. Since 1981, I have been teaching psychiatric-mental health nursing, family, and community mental health nursing at the University of Calgary. My research interests are in the area of chronic illness (e.g., dementia, traumatic brain injury) and the family, community mental health nursing, and the use of music and sound in health care. Additional areas of interest include international nursing and correctional nursing.</p> <p>If you wish to contact me, please e-mail me via MESSAGES section of Blackboard, and cc of it tot my Uof C email below, or fax my office and I will contact you accordingly.</p> <p>Office hours: Individual tutoring via Elluminate Live by appointment.</p> <p>Room PF 2260 Faculty of Nursing University of Calgary 2500 University Drive N.W., Calgary, T2N 1N4 Tel: (403) 220-6269 Fax: (403) 284-4803 Email: clenave@ucalgary.ca Website: http://www.ucalgary.ca/NU</p>
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	(Continued: Faculty involved with Nursing 511)
Dr. Marcia Epstein	<p>I am working with Dr. Le Navenec in Nursing 511.</p> <p>My interest in the uses of music and sound for healing has been developing since the 1970's, and has accompanied me through degrees in Music History and Musicology at the Universities of Wisconsin-Madison and Toronto. As an ethnologist and historian of music, I investigate correspondences among musical structures, social structures, sensory perception, health, and psychobiology. As a performer, composer, and voice therapist, I search for resonances between theory and application.</p> <p>Since 1983 I have been teaching at the University of Calgary; first in the Department of Music, and now in the Faculty of Communications and Culture (cultural history and world music) and the Faculty of Nursing (music and sound therapies). My research interests include music in health care, acoustic ecology, and the sociology of music.</p> <p>Office Hours: Individual Tutoring e-mail sessions by appointment</p> <p>Room SS 332, Faculty of Communications and Culture University of Calgary Tel: (403) 220-4848 Fax: (403) 282-6716 Email: epstein@ucalgary.ca</p>

N511 Introduction to the Use of Music and Sound for the Helping Professions

Course Objectives

Course Description

Course Nursing 511 focuses on the research that has been conducted regarding the use of therapeutic modes based on music and sound in health care. A growing body of evidence suggests that the use of these modes can be effective adjunct treatments for people with a variety of disorders and disabilities. Over two decades ago, a 1989 study at the Calgary Foothills Hospital documented a statistically significant improvement in cardiac patients' recovery rates with the use of taped music (in-house publication of Calgary Foothills Hospital, 1989). Experiments in France with the application of electronically filtered music transmitted through earphones have shown significant potential for people with learning disabilities and autism (see work of Tomatis and Bernard in the Bibliography).

Nursing 511 is designed to give participants a survey of recently developed applications of music and sound to holistic health care. The fields surveyed will include traditional music therapy, voice therapy, sonic entrainment (used in brain function research and in treatment of people with learning disabilities and/or dementia), and cross-cultural traditions in the use of music and sound for holistic care. The course will include assignments to give students practical experience to apply what they learn in regard to assessing and evaluating the responses of clients to music and sound based interventions and for teaching interested others about the research findings of this topic.

Course Objectives

In this course the student will have the opportunity to develop an understanding of the beneficial, as well as the negative, effects of music and sound in health care by ...

- Critiquing research literature regarding the use of music and sound in health care;
- Demonstrating critical thinking (analysis, decision-making, problem-solving, reasoning and synthesis) in developing hypothetical research projects and nursing care plans that incorporate the use of music and sound, and effective ways to mitigate the non-beneficial effects of sound (i.e., noise) in health care settings.
- facilitating reference to music therapists and related health care professionals who provide these services

Content

Because this course is offered on the WWW, you are provided with study questions and some related reading material. You are seldom provided with answers because in some areas very little research has been done. Part of the objective of the course is to help you get to know the research literature so that you can articulate your responses to current questions and theories in the field.

To help you in these endeavors it is suggested that you set up a file containing annotated bibliographies on the articles/books you read. The file could contain information about articles that:

- would help you to articulate the role of nurses and other health professionals in using music and sound in health care;
- relate to your area of nursing/clinical practice;
- pertain to how you could work with music therapists to develop, assess and evaluate a person's care plan that includes the use of music and/or sound.

N511 Introduction to the Use of Music and Sound for the Helping Professions

Course Format

This course is divided into 10 units:

Section 1: THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR USING MUSIC AND SOUND IN HEALTH CARE

- Unit 1** Overview of Key Concepts, History & Therapeutic Uses of Music and Sound
- Unit 2** The Physical Manifestations of Sound and the Process of Physical-Psychological Hearing
- Unit 3** Reciprocal Action and Communication between the Mind and Body: A Holistic Perspective

Section 2: CLINICAL APPLICATIONS

- Unit 4** Applications to People with Neurological Conditions
- Unit 5** Applications to People with Psychiatric Disorders or Psychological Distress and Autism
- Unit 6** Applications to People with Developmental Disabilities
- Unit 7** Applications to Geriatric and Psychogeriatric Care
- Unit 8** Applications to Palliative Care
- Unit 9** Traditional indigenous applications of music and sound for healing

Section 3: SUMMARY AND CONCLUSIONS

- Unit 10** Current Trends and Future Research: Implications for Use of Music in Health Care and in Evidence-based Nursing Practice

- These units will be addressed at the weekly ELLUMINATE LIVE or CHAT sessions:
(1) A special ORIENTATION Chat session on May 14TH at 9pm Alberta time, which will be repeated by Dr CLL on May 15 at 8am and if necessary, repeated again on Saturday May 22 during Dr CLL's usual weekly Elluminate Live Session
- (2) Dr Maria Epstein's Elluminate Live (or chat if that is what you all prefer) is still to be confirmed. It may be each WEDNESDAY at 7pm beginning May 20th
- (3) Dr. Le Navenec (better known as Dr CLL): prefers to have her weekly Elluminate Live session on Saturday 8:00am – 9:00 a.m., Mountain Time. Chats will be used if Elluminate not working (so visit the N511 Blackboard to find all these features).

N511 Introduction to the Use of Music and Sound for the Helping Professions

Achieving Scholarship in N511 in Written Assignments

In the preparation of assignments you are expected to display formal scholarship. From the definition given earlier you will note that scholarship is the characteristic of scholars and is an expectation within the academic community of which you are now a part. You are advised to refer to the first two chapters in *Publication Manual of the American Psychological Association* (6 Edition) Washington, DC: American Psychological Association.

The following factors should be considered in the preparation of a scholarly paper:

1. Presentation of Ideas

1.1 Content

- Accuracy
- Appropriateness to subject matter and audience
- Comprehensiveness
- Value to the discussion or argument

1.2 Form of discussion

- Logic
- Sequencing of ideas

1.3 Approach to the discussion

- Objectivity vs. subjectivity
- Reason vs. emotion

2. Structure

2.1 Appropriateness of format (introduction, body, summary/conclusions, references)

2.2 Appropriateness of language

2.3 Grammar, spelling and punctuation

3. Sources of Information

3.1 Credibility

3.2 Date of publication/presentation

3.3 Acknowledgement of the Ideas of Others, avoiding plagiarism, including "accidental" plagiarism

There are four factors to consider in the presentation of the discussion: the logical progression and development of ideas, the objectivity of the discussion, the acknowledgement of the ideas of others and evidence of analysis.

Logical Presentation

There should be some order in which you present your discussion. For some people having an outline of the discussion may be helpful. An outline may also help the provision of headings.

Both paragraphs and sections should flow into each other. With sections in the paper, a summary of the ideas in one section and their relationship to the succeeding section is useful (American Psychological Association, 6th ed).

The Objectivity of the Discussion

In any scholarly paper you must be objective. The opposite of being objective is being emotive. Being emotive or judgmental is using language in an emotional way. Avoid words like good, bad, interesting, unfortunate, and related terms.

The Acknowledgement of the Ideas of Others

One must acknowledge the ideas of others whether these are direct quotations or paraphrases. In this paper, you should not simply list others' ideas. It is best to avoid the use of quotations unless absolutely necessary, in which case you may need to explain the necessity.

One question you may ask yourself is, "Why am I giving the reader this information?" or "What is the relevance of the information to the subject?" The answer to these questions should be given in your paper. Information which is given for the same purpose should be grouped together.

Evidence of Analysis

Through providing discussion* about why cited information is important or relevant to the issue, grouping like information and considering the validity and significance of the information, you will be providing evidence of analysis, as opposed to simple description of content.

- Discussion means analyzing both sides of the issue/topic/argument (e.g., the pros and cons, or advantages and disadvantages or strengths and limitations).

COURSE REQUIREMENTS

Required Reading List /Compact Disc

American Psychological Association (2009 or 2010; see note below). Publication manual of the American Psychological Association (6thed.). Washington, DC: American Psychological Association. [There have been several printings of this publication since it first came out; hence not to worry if the year is 2009, or 2010; **just as long as it is the SIXTH edition**)

Reading list. A list of N.511 Readings that can be accessed from electronic journals or selected websites will be made emailed to you on April 29, 2010. This list will also be posted in the Menu section of Nursing 511 Blackboard. Please try to **review some of these articles** from each unit **prior to the start date of classes.**

Reading Package: for N511 will soon be available for purchase from University of Calgary bookstore. It will contain all those articles, chapters in books, AND other material that is indicated on the above-mentioned reading list BUT which is NOT available electronically. **This reading package will also contain the CD mentioned below.**

Compact Disc entitled '**A Musical Pharmacy**'. This CD, totally made and produced by a member of the Creative Arts Research Group and directed by Dr. Le Navenec, will be included with the above-mentioned reading package from the University of Calgary Bookstore.

ASSIGNMENTS AND PARTICIPATION REQUIREMENTS FOR N.511WWW*

* **Note:** Additional information and guidelines regarding each of the assignments is provided in the content on the following pages. It is also included on Blackboard, **Assignments section** of the Menu.

Professional nurses and related health professionals today must be able to communicate effectively in writing, as well as articulate their ideas effectively with clients, members of the multidisciplinary healthcare team, policy planners, and the public in general. Your performance in meeting the course objectives will be evaluated through:

(1) **Three written assignments[80%]**:

Assignment # 1, a Mood Wheel Report (15%): Due Sunday May 23, by 11:30 p.m. Alberta time. [**This Assignment is the only one that you do INDIVIDUALLY**]

Assignment #2, an Annotated Bibliography (25%): Due Sunday May 30 (Part 1) & Sunday June 6 (Part 2) at 11:30 p.m. Alberta time. [Group Assignment]

Assignment #3, a Scholarly Paper on a Hypothetical Application of Music or Sound with a client experiencing an identified health problem or clients wanting to engage in health promotion (40%): Due June 21 by 11:30 p.m. Alberta time [Group Assignment]

(2) **A participation mark [20%]** that is based on: the number, content and...

(a) relevancy of your Weekly* posting of group responses to the Critical Thinking Exercises for each Unit (**15%**) [*hopefully, we have enough students to have 3 groups; hence, each group will have fewer questions to answer]. See the general Discussion Board, Forums on *Learning Exercises/Critical Thinking Questions for Unit #....*, and (b) participation in Elluminate Live and/or CHAT discussions arranged by the Faculty (including both the number of times you participated, and the nature of the information you provided), as well

as sharing other knowledge via postings to the Discussion Board regarding these discussions (5%).

SEE LAST SECTION OF THIS NURSING 511 COURSE OUTLINE FOR THE GUIDELINES FOR EACH ASSIGNMENT AND FOR INFORMATION ABOUT YOUR PARTICIPATION MARK

Pre-session Preparation: Purchase and review of articles in the N511 WWW Reading Package is essential. All these articles, which are not available via the library databases at the University of Calgary, will be listed on the Blackboard page for N511 WWW. This site will be available by April 16 to students who have registered for this course. You are also expected to purchase the required Audiotape (A Musical Pharmacy) from the University of Calgary bookstore by May 1. Further information above the process of obtaining the required material is available from the Student Advisor for the Undergraduate Program

Attention: **Graduate students** – All 3 assignments will be done on an individual basis.

Attention: **Undergraduate students**- With the exception of Assignment One, your written assignments will be done in groups. The number of students who register for N.511 will determine how many will be in each group. A group list will be posted in the first Forum of the main Discussion Board. Each group is advised to nominate a group leader, preferably on a rotating basis, so that each member can be given an opportunity to enhance his or her leadership skills, including coordinating the various learning activities. The leader will also inform the Course Professor regarding anyone who has not been able to be contacted by email or phone. Normally, the score assigned to the group to which you are a part will be your score for the Assignments #2 and #3. The name of the professor assigned to your group will be announced on the Blackboard Discussion Board at the beginning of the course.

All assignments must be written in a scholarly fashion and must exhibit critical thinking. You are expected to use the writing style manual of the American Psychological Association (APA, 6th edition,).

All Assignments are due at the time specified (See Participation Component & Assignment Section, as well as the Calendar). Unless otherwise negotiated, the final grade on late assignments will be reduced by 1% for each 24 hr. period, (or portion thereof) following the deadline for submission of the assignment. No assignment will be accepted if it is 4 or more days late

Protocol for Submission of Assignments: Unless otherwise indicated, all assignments are to be sent via the Blackboard Assignment tool (click on View/Complete). All assignments should have a cover page containing relevant information.

Except for illness or related events, assignments which are two-or-more-days late will not be graded and will be assigned an "F" grade. Normally, any request for an extension must be made one week in advance

Guidelines for ASSIGNMENT ONE: Mood Wheel Report:

Due: May 23 [by 11:30 p.m. Alberta Time]

Worth: 15%

Using the Evaluation Form (which is labeled as Appendix C) that is provided in the ASSIGNMENT section of the Nursing 511 Blackboard menu, complete a mood effect analysis for any 2 musical selections from the required listening "A Musical Pharmacy" compact disc. Submit a separate evaluation form for each musical selection

Note: This assignment is to be done on an individual basis.

To prepare for Assignment One:

(1) Review the Readings for *Unit 3: Reciprocal Action & Communication Between the Mind & Body*, section on The Iso-moodic principle, so that you understand the theoretical background of this assignment. Bunt's chapter in Unit 1 may also be useful, as well as segments of Unit 2.

(2) Review also the HINTS FOR, QUESTIONS ABOUT ASSIGNMENT ONE forum (section) of the main DISCUSSION BOARD, prior to doing this assignment.

(3) Go to the Assignment Section of the Nursing 511 Blackboard, and SAVE a copy of Appendix C: the information and evaluation form for Assignment One, and download a hard copy

(4) Review carefully the 8 groups of adjectives that are indicated on the Mood Wheel report so that you are familiar with the descriptors in each group (see top page of Appendix C for an overview of the Groupings)

(5) Then complete each Form for **each** of the two musical selections you chose as outlined in the Instructions on the first page of Appendix C.

(6) In preparing the short answer section of the Mood Wheel report, you are expected to incorporate insights gained from the 1 or 2 articles that you have reviewed pertaining to the question of musical preferences, and factors that help us understand the common emotional responses to particular types of music (see literature mentioned in Unit One above)

GUIDELINES FOR Nursing 511 ASSIGNMENT TWO—ANNOTATED BIBLIOGRAPHIES

Due: May 30 (Part One)* and June 6 (Part Two)* [Due in by 11:30 pm., Alberta Time].

Worth: **25%**

In conjunction with your other members in your Group, compile at least 8-10 annotations for an annotated bibliography. If there are many people in your group, you might do more.

Part One is to include your group's first 8-10 annotations and **Part Two** is to include the remainder of the annotated bibliography. The journal articles or books used for your Annotated Bibliography should be geared toward your hypothetical application in Assignment 3. The only reason that the Professor has divided the submissions into two is to help you plan your workload

Hints for Compiling/Writing An Informative Annotated Bibliography

If you have never done an annotated bibliography before, consult

- (a) the Effective Writing Centre at the University of Calgary: (or indeed, if you are near campus, make an appointment to meet with them) at the University of Calgary: <http://www.efwr.ucalgary.ca/> They offer a special service to you, a distance student.
- (b) check Cornell University's website on writing annotated bibliographies: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Other websites that provide useful information regarding Annotated Bibliographies:

http://owl.english.purdue.edu/handouts/general/gl_annotatedbib.html

<http://www.wisc.edu/writing/Handbook/AnnotatedBibliography.html>

Once you have identified the topic you wish to address for Assignment THREE, you will need to now locate the scholarly works (either from your Reading Package or through an appropriate library search system/database [contact your Distance Librarian regarding the various databases and how to conduct an effective search], and then begin to write the entries for your annotated bibliography*. Outlined next are the steps to follow to help ensure that your entries are done in a scholarly manner.

* Source: Modified from: Harner, J.L. (1985). On compiling an annotated bibliography. New York: The Modern Language Association of America.

(1).Review your style manual (i.e., American Psychological Association, 2001) for the correct citation form for the various types of references (journal article, book, Internet publications, audiovisual material, and government reports) used.

Avoid the most common errors in citing a Reference by remembering

- a. to put a comma after the 1st author if there is more than one author e.g., Le Navenec, C., & Slaughter, S. (2001) [Begin flush left]
- b. that the *title* of the journal article or the book title requires the use of primarily lower case except for the 1st letter of the 1st word of the title or subtitle. E.g. Laughter is the best medicine: Music, humour and reminiscence
- c. that the title of the Journal requires use of upper case for the major words in that title and it is to all go in italics, followed by a comma e.g., *Nursing Times*,
- d. The volume # is also in italics, followed by the series # in parentheses, then a comma: e.g., *97*(30),

(Continued: Guidelines for Nursing 511 ASSIGNMENT 2: Annotated Bibliographies)

- e. The page # of a journal article include the 1st page of the article, followed by a hyphen, then the last page, and then a period e.g., 42-43. [Note: it is NOT acceptable to put in 42-3].
- f. If the reference is long, it will likely require more than one line. Hence, indent the 2nd line 5-7 spaces. Often this is the case for a **book** reference. For the latter, you need to remember to include the town of publication (and the accepted abbreviation of the State (see APA manual), if town of publication is not well-known), followed by a colon, then the Publisher. Omit unnecessary info such as Inc.; Co.; Ltd. (use italics for the title of the book Example of a book reference: Le Navenec, C., & Vonhof, T. (1996). *How families manage the experience of dementia*. Westport, CO: Auburn House.

If you have used a chapter from a book, the major difference is the need to include the page #'s in parentheses immediately following the title. Because many books are edited, remember to include the names of the editors.

EXAMPLE:

Le Navenec, C. (1997) Understanding the social context of families experiencing dementia: A

qualitative approach. In B.M.L. Miesen & G.M.M. Jones (Eds.), *Care-giving in dementia: Research and applications* (Vol. 2; pp. 210-232). London and New York: Routledge.

(2) Write your annotation in one or two paragraphs. It can be single-spaced. For this course you are requested to write a one or two paragraph commentary of the article or book. Using the title and subtitle as a guide, you are to include comments about the major focus of the work cited, salient findings, the occupational status of the author(s), and other comments about that allow a would-be user to decide whether or not to read the original material. Try to use words or phrases that convey an **analytical** tone (e.g., rather than stating, "It is an excellent article", give some specific reasons for your appraisal of same). An illustrative example is provided next.

Le Navenec, C., & Bridges, L. (Eds.). (2005). *Creating connections between the creative arts therapies and nursing care: Expanding the definition of holistic care*. Chicago, IL: Charles C Thomas.

The editors (a nursing professor and dance music therapist) have provided an informative book of case studies that clearly and concisely illustrate a range of specific outcome indicators (i.e., cognitive, emotional, physical and spiritual) of the effectiveness of various the creation art therapies (i.e., music, art, dance/movement, and drama) for populations across the life span who are experiencing a de-stabilizing event such as relationship problems, a chronic illness, or a related loss. Three major features of the book are: (a) Figure 1: Outline of the holistic model of core developed by the editors; (b) the diverse range of disciplines of the contributors for this 20-chapter book; and (c) their emphasis on an evidence-based approach to the case study method, and practical suggestion for formulating and evaluating outcome indicators.

(Continued: Guidelines for Nursing 511 ASSIGNMENT 2: Annotated Bibliographies)

(3) Finally, be sure to include key words. Another **Illustrative Example of an Entry for an Annotated Bibliography is outlined below.**

ILLUSTRATIVE EXAMPLE OF AN ENTRY FOR AN ANNOTATED BIBLIOGRAPHY

Chestnut, R.M., Carney, N., Maynard, H., Mann, N.C., Patterson, P. & Hefland, M. (1999).

Summary report: Evidence for the effectiveness of rehabilitation for persons with traumatic brain injury. *Journal of Head Trauma Rehabilitation*, 14(2), 176-177.

Key Words: rehabilitation, traumatic brain-injury, systematic review

This article is a systematic literature review of the effectiveness of rehabilitation for traumatically brain-injured adults. The search for articles was completed through MEDLINE, HealthSTAR, CINAHL, psychINFO and the Cochrane Database. A large sample of 3,098 abstracts were reviewed. In order to define their search, the authors specified five questions: (1) Should interdisciplinary rehabilitation begin during the acute hospitalization for TBI?; (2) Does the intensity of inpatient interderdisciplinary rehabilitation affect long-term outcomes?; (3) Does the application of cognitive rehabilitation improve outcomes for persons who sustain TBI?; (4) Does the application of supported employment enhance the outcomes for persons with TBI?; and (5) Does the provision of long-term care coordination enhance the general functional status of persons with TBI? Based on the writer's experience as a fourth-year nursing student at the Association for the Rehabilitation of the Brain Injured (ARBI), these questions are important to ask for evaluating the intervention provided by a rehabilitation program for the traumatically brain injured.

The in-depth exploration of these questions took one year. The results that were found are organized into the five questions that were originally asked. Each question is evaluated and the research that supports or rejects the question is clearly and concisely specified in the results section of the paper. There is also a section under each question that outlines some areas that would warrant future research.

I would recommend this article to professionals who are working to develop and evaluate rehabilitation plans at various points of the career (see Figure 1: p.177) of survivors of traumatic brain injury.

Prepared by: Erin Johnson, BN student – 4th year, University of Calgary. April, 2003. Modified slightly by her Faculty Advisor, Dr. C. Le Navenec (clenave@ucalgary.ca)

GUIDELINES FOR NURSING 511, ASSIGNMENT THREE- HYPOTHETICAL APPLICATION

Due: June 21 [by 11:30 p.m., Alberta Time]

Worth: 40%

Working in conjunction with the other members in your GROUP *, write a 2,000-word scholarly paper in which you discuss how one hypothetical client in your area of nursing practice could be (or could have been) helped by the application of a music or sound-based intervention. This hypothetical research study will focus on how your application of a music or sound intervention can be integrated into a health care protocol (i.e., plan or outline of care) for the client, and how you would evaluate the effectiveness of it.

*Graduate students: This assignment is to be done on your own.

Some suggestions for your group on ways to effectively prepare this assignment include:

1. Review very carefully the information provided in this Course Outline, section on '**Achieving Scholarship in N.511**'. That section contains several salient factors to consider in the preparation of a scholarly paper. (Presentation of Ideas, Structure, and Sources of information). Several illustrative examples of subcategories from those domains are also specified in that section (e.g., Logical presentation; Objectiveness of the discussion; Acknowledgement of the Ideas of others, particularly ways to prevent what Le Navenec refers to as accidental plagiarism; and Evidence of Analysis).

2. Review also the second and third chapters of your **Publication Manual of the American Psychological Association-APA** (6th ed.) because this is the writing style manual you are required to use in this course. These chapters also provide an extensive range of examples of practical ways to enhance clarity, preciseness, smoothness and economy of expression, as well as how to convey a more analytical (versus conversational) tone.

3. Finally, you should review the Evaluation Form (see the Rubric in Appendix E, in the ASSIGNMENT section of the Nursing 511 Blackboard menu) that your Professor will be using. In this way, you have an idea of the criteria and weightings that will be used to evaluate your paper.

An illustrative example of the major components/headings and subheadings of the paper is outlined on the following page. You are also advised to review the format used by authors of articles in your Reading Package. For example, see Unit 8 – Palliative Care for the article by Smith, M., Casey, L., Johnson, D., Gwede, C., & Riggan, O.Z. (2001). Music as a therapeutic intervention for anxiety in patients receiving radiation therapy. *Oncology Nursing Forum*, 28(5), 855-862. The link for this article is:

http://blackboard.ucalgary.ca/@@18F0D895CE96F9E072A9048224BEF71D/courses/1/P2007NURS511/db/1275042_1/@736d69746820657420616c.pdf

[RE: Smith et al's article: The Abstract and Body of that paper provides the salient divisions (headings and subheadings) for a scholarly paper pertaining to a research project that was quantitative in nature. However, with slight modifications it is also a useful format for reporting a qualitative study].

ILLUSTRATIVE EXAMPLE OF AN OUTLINE FOR YOUR ASSIGNMENT 3: HYPOTHETICAL APPLICATION

1. Choose a title and subtitle that assists a would-be reader to find the article.
e.g. "The effectiveness of small group music therapy sessions for enhancing quality of life for people with Alzheimer's disease: An exploratory study using Glynn's (1992) Music Therapy Assessment Tool – MTAT"

2. Specify names of the Research team, including who is the Principal Investigator (PI)
3. Abstract: (Limit to 200-word maximum, single-spaced). Provides a clear, succinct, overview of the research project, including purpose, design, sampling procedure, data analysis, and summary of the results, if available. If no results are available identify the current stage of the project (e.g., Final Analysis Phase).
4. Introduction: Provide background information about context/topic, including relevant statistics and related info that imply the significance (importance) of the study being reported. Define key concepts (e.g., quality of life). Specify what you are going to do, followed by the order of presentation.
5. Mini Case Study: (in 1 or 2 pages, single-spaced) Describe the salient socio-demographic, diagnostic, and culturally relevant characteristics of your client (i.e., the individual and his or her family), including salient assessment findings, salient nursing diagnoses, desired outcomes/ goals.
6. Literature Review (of the research that best applies to the client in your case study): Use segments from the annotated bibliography that you have already completed for Assignment 2.
7. Outline of the Research Process:

See headings and sub headings in Smith et al. (2001) article in Unit 8: Palliative Care section of your reading package include specific evaluation criteria that you used for determining whether the desired

Or you might consider using the format that University of Calgary researchers need to complete as part of their application for Scientific and Ethical Review: see:

<http://www.fp.ucalgary.ca/medbioethics/docs/ApplicationForm2008January.doc> For this hypothetical project, PAGES 4 TO 6 ARE LIKELY THE MOST USEFUL ONES.

Do not forget, in the Evaluation Section, to specify what indicators (objective, subjective) you are including in order to evaluate whether the intervention was success

INFORMATION REGARDING YOUR PARTICIPATION MARK

Due Date: Ongoing, beginning from May 17^h start date to the time that that Assignment 3 has been completed. Worth: **20%**

(a) 15%: of your participation mark will be based on the content and process demonstrated in your responses to the WEEKLY or BI-WEEKLY **Critical Thinking Exercises/Questions** : Hence, evaluation will be based on the extent to which you demonstrate that you have incorporated one or more of the Reading Package articles in your answers to the question and that you included the reference(s) following your answers to the questions that you answered, your writing style, and correct use of APA (2001) format AS WELL AS PROCESS considerations. That is, submitting the required answers by the deadline requested by the Group Leader.

Also included in this component of your score, will be whether or not you completed your component of the tasks for Assignment 2 and 3 as directed by the Group Leader, and whether or not you have posted one or more articles, or excellent websites, to the **Library section of the main Discussion Board**

See the GROUP PROCESS Forum on Nursing 511 Blackboard for expectations of your participation in this senior level undergraduate open Nursing option course.

(b) 5 %: Posting your ideas or questions, in a timely manner (i.e., not just two days before) to that part of the Discussion Board (hence NOT sending each qt to the Professor or Teaching Assistant) dealing with one or more of the Assignments: see HINTS FOR/QUESTIONS ABOUT, Assignment, or Assignment 2, or Assignment 3 and Chat or Elluminate Live discussions, as well as sharing other knowledge via postings to the Discussion Board (5%);

WITHDRAWAL DATE

The last date for withdrawal is June 25, 2010.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges act and Freedom of Information and Protection of Privacy Act Section 32(c). It will be used for Practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Student Advisor at (403) 220-4636 or email:

STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw **in addition to** an F on the assignment and possibly an F in the course as a whole.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

Please refer to the University of Calgary calendar 2009-2010 for further information regarding Student Misconduct policies (pp. 48-50).

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum:
www.ucalgary.ca/pubs/calendar/

EXAM POLICY

- NOTE: There are no examinations or tests in this course.

Final examinations are scheduled by the Registrar's Office, University of Calgary.

The exam period is written in the U of C calendar. A final exam can be scheduled anytime during this time period. Students must be available for examinations up to the last day of the examination period. Please see University of Calgary calendar 2009-10 for further information regarding exam policies (pp.46-47).

Deferred Examinations

Please see U of C calendar for policies regarding final examinations

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

REAPPRAISAL AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals:
www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

Nursing 511 Grading System

The final grade in this course will reflect the weighting of all assignments, plus the participation mark, using the following academic standards:

Percentage	Grade	Grade Points	Grade Point Average (GPA)	Description
98.0 – 100	A+	3.95-4.00	4.0	Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.85-3.94	3.9	Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.50-3.84	3.7	
83.5 – 87.9	B+	3.15-3.49	3.3	Very good performance
78.0 – 83.4	B	2.85-3.14	3.0	Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.50-2.84	2.7	
69.0 – 73.4	C+	2.15-2.49	2.3	
63.5 – 68.9	C*	1.85-2.14	2.0	Satisfactory -- basic understanding of the subject matter.
59.0 – 63.4	C-	1.50-1.84	1.7	Fail – unsatisfactory performance or failure to meet clinical requirements .
54.5 – 58.9	D+	1.15-1.49	1.3	
50.0 – 54.4	D	0.50-1.14	1.0	
49.9 or less	F	0.00-0.49	0	Failure to meet requirements in theory courses

*C = minimum pass for clinical courses

Weighted Grade Point Average Computed As Follows: Your final grade in this course will reflect the weighting of the five course requirements. All assignments will be evaluated by assigning a letter grade. The letter grade will be converted to the university scale grade points x weighting factor for the assignment=weighted grade points.

Sample: A- converted to $3.7 \times 0.15^* = 0.555 = 0.56$ [*15% is the weighting factor for Assignment 1]. The final grade will be a function of the cumulative Grade Point Average (G.P.A.).

Miscellaneous Information

- All assignments are due on the date specified (see above section on Course Requirements)
- Unless otherwise negotiated, the final grade on late assignments will be reduced by 2% of the final grade for each 24-hour period (or portion thereof) following the deadline for submission of the assignment. No assignment will be accepted if it is 5 or more days late.
- Students in Nursing are required to use APA (6th ed.) format for all written assignments.
- Assignments are to be submitted via the Assignments box in Blackboard
- Please check Blackboard regularly because last minute changes/important announcements will be communicated in that way

Course Outlines: N511 Introduction to the Use of Music and Sound for the Helping Professions CLL: 2010_28April