

# Syllabus (2025-Summer)

Course Title	Music in Wellness	Course No.	
Credit	3 credits	Hours	45 Hours
Class Time Classroom	Mon to Thr Classroom TBA		
Instructor	Name Ga Eul Yoo	Department Music Therapy, Graduate School	
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Office Hours Office Location	By appointment / Case Hall #206		

## I. Course Overview

### 1. Course Description

The aim of this course is to promote an understanding of the therapeutic potential of music in enhancing physical, mental, and psychosocial well-being. It will cover various aspects, including the use of musical elements (rhythmic, tonal, and structural components) as a therapeutic medium and their connection to improving a wide range of aspects of human well-being such as nonmusical human functions (e.g., motor, cognitive, language, and psychosocial domains). Relevant research findings and empirical evidence related to musical activities (e.g., listening, singing and playing) will be explored while actively engaging in musical experiences. This course will also introduce the field of music therapy as a healthcare profession grounded in the therapeutic influence of music on human behavior. Discussions on these topics will stimulate thinking about the use of music for self-care and overall well-being, as well as its clinical application for individuals with specific health-related needs.

### 2. Prerequisites

No prerequisites.

### 3. Course Format

Lecture	Demonstration/ Self-experience
70%	30%

- Lecture: Lectures are provided on the specified topic of each class.
- Demonstrations/Self-experience: Various music experiences related to the lecture's topic will be demonstrated. To enhance understanding of the influence of music on human behavior, assignments will be provided as part of the self-experience of music activities.

#### 4. Course Objectives

- To acquire an understanding of how musical elements and music-related activities can be applied for therapeutic purposes
- To develop skills and strategies for using music in personal self-care
- To enhance a basic understanding of how music therapy principles and techniques can be integrated into everyday life as well as clinical practice

#### 5. Evaluation Systems

Relative evaluation     Absolute evaluation (for Ewha International Summer College students only)     Others

Midterm Exam	Final Exam	Quizzes	Assignments	Participation
20%	25%	10%	30%	15%

**Exams:** This course will include two exams: a midterm and a final exam. Both exams will consist of a combination of true/false and short-answer questions and they will cover the material covered in lectures, incorporating relevant supplementary materials.

**Quiz:** The quiz will consist of 10 questions, including both true/false and fill-in-the-blank questions.

**Assignments:** 2 self-reflection reports will be based on the following learning activities

**Self-reflection report 1:** Analyzing therapeutic elements of music

- Students will select two pieces of music and analyze them in terms of the therapeutic function of musical elements using the provided guideline, then write a short report on the activity.

**Self-reflection report 2:** Developing own strategy of music-based self-care

- Students will select a type of music activities discussed in course and develop their own strategy for using music for emotional and mental health and write a short report on the activity.

\*Detailed explanations and writing formats for each report will be provided prior to due date.

### III. Course Schedule

Day	Date	Topics & Class Materials, Assignments
Day 1	(6/30)	Human as a musical being (Ch. 2)
Day 2	(7/1)	Historical perspectives on the role of music in health (supplementary materials)
Day 3	(7/2)	Therapeutic function of musical elements: Part 1 (Ch. 3)
Day 4	(7/3)	Therapeutic function of musical elements: Part 2 (Ch. 4 & 5) <b>Self-reflection paper 1 (due July 6, Sun)</b>
Day 5	(7/7)	Music perception and cognition (Ch. 7)

Day	Date	Topics & Class Materials, Assignments
Day 6	(7/8)	Music in the brain (supplementary materials) <b>[Quiz]</b>
Day 7	(7/9)	Music and movement (Ch. 10)
Day 8	(7/10)	Music and emotion (Ch. 11)
Day 9	(7/14)	<b>Mid-term exam</b>
Day 10	(7/15)	Music and learning (supplementary materials)
Day 11	(7/16)	Singing as a therapeutic tool for self-expression and psychotherapy (Ch. 9)
Day 12	(7/17)	Instrument playing for self-expression and interpersonal relationship (Ch. 8) <b>Self-reflection paper 2 (due July 20, Sun)</b>
Day 13	(7/21)	Evidence-based therapeutic applications of music (supplementary materials)
Day 14	(7/22)	<b>Final exam</b>
Day 15	(7/23)	Development of self-care strategies with music

#### IV. Special Accommodations

\* According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
<ul style="list-style-type: none"> <li>. Visual impairment: braille, enlarged reading materials</li> <li>. Hearing impairment: note-taking assistant</li> <li>. Physical impairment : access to classroom, note-taking assistant</li> </ul>	Extra days for submission, alternative assignments	<ul style="list-style-type: none"> <li>. Visual impairment: braille examination paper, examination with voice support, longer examination hours, note-taking assistant</li> <li>. Hearing impairment: written examination instead of oral examination</li> <li>. Physical impairment: longer examination hours, note-taking assistant</li> </ul>

- Actual support may vary depending on the course.

\* The contents of this syllabus are not final—they may be updated.