Instructors:
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Overview:
This interdisciplinary course will provide students with hands-on community experience facilitating Fountains of Uke, an intergenerational music program in the Hamilton community, as well as the theoretical knowledge that the program is based on.

Course Themes:
1) The Aging Population
2) Intergenerational Gaps, and why we should address them
3) Music and Health Sciences – an emerging field of study
4) Music Education, and Community Music

Learning Objectives:
1) To explore the literature of the four course themes, develop questions, and identify gaps in the literature.
2) To effectively facilitate an elementary level music class, a seniors’ engagement program using music, and the integration of the two during elementary visits to a retirement home.
3) To understand the benefits of intergenerational interactions and music sharing for students and seniors
4) To explore research opportunities provided by the program, and to reach out to McMaster collaborators to explore options for the future.

Required Texts:
Reading assignments every second week will be provided in the form of article citations, to reflect the four themes of the course.

Materials & Fees:
Students are responsible for getting themselves to and from community placements in the context of this course. If costs become prohibitive, the BHSc office will consider it on a case-by-case basis. The HSR (Hamilton bus system) will act as the
primary mode of transportation. All students have bus passes which should be sufficient to get to and from community sites.

**Prerequisites:**
Registration in the Bachelor of Health Sciences (Honours) program in level three or four; registration in the Faculty of Humanities as a music major in level two, three or four; or registration in the Faculty of Science, in the Music Cognition Specialization.

**Weekly Breakdown**

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<tr>
<th>Date (Tuesdays)</th>
<th>Lecture and Workshop Breakdown</th>
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<tbody>
<tr>
<td>September 4th</td>
<td>Lecture: Course overview, administrative items, program information, writing expectations, readings, general Q&amp;A Workshop: Music Awareness, Ideas for Engagement</td>
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<td>September 11th</td>
<td>Lecture: Aging Population Lecture: Recreation Therapy</td>
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<td>September 18th</td>
<td>Lecture: Intergenerational Gaps Workshop: Mock Facilitation Sample (Chelsea and Brad)</td>
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<td>September 25th</td>
<td><strong>Response Paper DUE at 2:30pm</strong> Lecture: Community Music Class Facilitation: <strong>Group 1</strong></td>
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<tr>
<td>October 2nd</td>
<td>Lecture: Music and the Brain Class Facilitation: <strong>Group 2</strong></td>
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<td>October 9th</td>
<td>Reading Week</td>
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<td>October 16th</td>
<td>Guest Presentation: Music Therapy Class Facilitation: <strong>Group 3</strong></td>
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<tr>
<td>October 23rd</td>
<td>Lecture: Music and Health Specialists Class Facilitation: <strong>Group 4, Group 5</strong></td>
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<tr>
<td>October 30th</td>
<td>Lecture: Music Education and Community Benefits Workshop: Working with Seniors <strong>1-page Paper Proposal DUE at 2:30pm</strong></td>
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<td>November 6th</td>
<td>Workshop: Library &amp; Associated Resources Community Prep</td>
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<td>November 13th</td>
<td>Community debrief, final assignment Q&amp;A</td>
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<td>November 20th</td>
<td>Community debrief, final assignment Q&amp;A</td>
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<tr>
<td>November 27th</td>
<td>Community debrief, final assignment Q &amp; A</td>
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<tr>
<td>December 4th</td>
<td><strong>Final paper DUE at 2:30pm</strong> Debrief, Course Feedback</td>
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Course Requirements and Grading:

Mock Facilitation (15%): 20-minute program facilitation completed in small groups to practice the following skills: managing a group, program planning, and program execution. Key learnings and insights from this experience can be applied to the Community Engagement assignment (see below).

Response Paper (10%): 500-word response to the first two themes of the course, “Intergenerational Gaps and the Aging Population”

Community Engagement (45%): 10% teacher/retirement coordinator feedback (group mark); 15% group mark (peer & instructors); 15% individual mark (peer & instructors); 5% creative media project. Each group will schedule a 30-minute meeting with the instructors during the exam period to show evidence of learning, and program execution in the community. Students will break down what each member contributed, and discuss differences they would introduce if given the opportunity to run the program a second time.

Written Assignment (25%): individuals pick a paper topic related to one of the four themes from the course, and develop the topic based on scholarly literature. The purpose of the paper is to explore a research question, and describe a proposed research study, collaborators, and best practice for the proposed work.

Participation in workshops and in-class discussions (5%): since half of class time will be allotted to workshops and group discussions as a method of learning, students will be evaluated on their participation.

Submission Guidelines
Mock Facilitation: reflection submitted electronically to Avenue submissions folder within 24 hours of facilitation
Response Paper: hard copy due in class on deadline; electronic copy due in Avenue submissions folder 24 hours later (turnitin through Avenue)
Written Assignment: hard copy due in class on deadline; electronic copy due in Avenue submissions folder 24 hours later (turnitin through Avenue)

All written assignments will be submitted electronically to the designated Avenue folder, as well as a hard copy in class on the assignment due date.

Missed Work, Extensions, and Late Penalties:
You are responsible for discussing any deadline-related or course-related challenges with the instructors in a timely manner. Deadlines due to illness or personal circumstances must be made up. The instructors will determine with the student on a case-by-case basis the specific alternate arrangements. Typically students can expect a 5% deduction per day for the response paper and 15% deduction per day for the final paper.
**Final Interview:**
A group final interview will be scheduled during the exam period. Students will bring their individual and group evidence to this meeting. Evidence will be submitted 48 hours prior to the meeting to the instructors so that they can review in preparation for the group interview.

**Academic Integrity**
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honest and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: [http://www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**Academic Accommodation of Students with Disabilities**
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext 2865 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

**Notice Regarding Possible Course Modification**
If any changes are made to the course structure, content, or schedule, students will be given as much notice as possible. This would only happen due to unforeseen circumstances, such as a university closure.