Faculty Information Literacy Stipend
Final Report

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Course: MUTY 4341 Survey of Music Psychology
Semester: Fall 2023

Introduction (This section to include why you decided to create the assignment, and how the information literacy learning goals support the course.)

Music psychology combines elements of music, psychology, education, therapy, and other related health, rehabilitation, and wellness areas. This course provides a broad exposure to and understanding of music psychology and its many interrelated areas of inquiry. The course explores many aspects of why music is important to individuals, groups, and societies/cultures. The final exam for this course is a systematic review of literature research paper. A significant part of the review is to select a set of research for review. The following assignment structures this task.

Learning Objectives:

- Select and use the appropriate research methods for locating types of needed information.
- Recognize valuable and relevant sources.
- Match information needs to appropriate search tools.
- Develop and refine search strategies and query structures, including controlled vocabularies appropriate to the tool.
- Understand types of literature searches and their uses in the field of music therapy and psychology.

This course includes the assignment to complete a systematic review of literature. The literature review is a comprehensive examination of the extant literature in a selected music therapy or music psychology area or topic. The review challenges the student to find, consume, summarize, organize, and report an overview of this literature professionally, which serves to draw new conclusions from that literature or leads to new understanding or questions that might be investigated in future clinical work and research.

A key goal of the review is to include as much literature related to the problem as possible to have the greatest relevance to the population and problem being studied. Common databases used in music therapy searches have included MEDLINE, PsychINFO, PubMed, CINAHL, ERIC, and Social Sciences Abstracts.

The way student work was organized before developing this new information literacy-based assignment was that the database search phase was included in the overall final paper assignment. In this new conceptualization, the search portion was established as its own "stepping-stone" assignment. This assisted the students by "chunking" the tasks for manuscript development into more manageable segments and more efficiently utilizing librarian and library resources.

Description of the information literacy assignment or activities

A "Prep Exercise" (see Figure 1) was created in collaboration between the instructor and the librarian and assigned to the students before the librarian visited the class. This assignment assessed the student's current knowledge and skills related to the use of evaluating databases for searching specialized content related to music psychology. In class, the librarian worked with students on utilizing controlled and related vocabularies (e.g. MeSH, LCSH) and database tools to document the systematic review strategies. Since each student was working on a review of literature based on unique topics, 1:1 appointments with the librarian after the classroom visit were offered for students to fine-tune individual search strategies, build search folders and learn how to carefully document search outputs.

Steps in the Assignment:

In order to complete this assignment (see Figure 2), the students worked with the music librarian to review database search procedures and APA 7th style.

1. Prep exercise/worksheet provided by librarian: [Orientation and Pathway] Students explore research tools (selected by the instructor and music librarian) to determine key databases for searching for and selecting scholarly articles to include in the systematic review.
2. [Tools] The student will complete one search with the selected database identified in the prep exercise, using a keyword from their topic for the systematic review research paper.
   1. Include one of the identified articles in the manuscript reference list using APA 7th style.
   2. Class group discussion with librarian (20-30 min) Assignment feedback/follow-up.
3. Librarian class visit and lecture/presentation—student feedback from prep exercise (above); overview of database resources and searching strategies; subject searching.
4. Student research--[Idea to Question] Find additional resources based on the research topic to complete the assignment to find 12-15 articles for review. (Library Research Guides are helpful here)
5. Individual librarian 1:1 consultations (scheduled by students outside of class) - The librarian will follow up on search strategies and provide assistance with finalizing and documenting database searches.
6. Develop a Table describing key components of selected articles from the search.
7. Complete the Prisma diagram describing the search and included articles.

Method of assessment (Did the students do well? Demonstrated learning? Grades? What metrics did you use? Were students satisfied with their learning? What artifacts did the students produce?)

The students did well with the Prep Exercise, and I felt like it was very useful for when the librarian visited our class. Since the Systematic Search assignment was part of an overall term paper it was easy to use a rubric by the end of the semester to evaluate the assignment results. But I will be revising the assignment rubric for next time to reflect lower expectations than what might be expected in a final research paper since this assignment is essentially the first time the students do such a large database search. I now see the assignment as a good test run of search terms and databases that the students can fine tune and repeat if necessary to use as the official search for the final research paper.

The rubric for the "Conducting the Systematic Search" assignment (see Figure 3) provided clear guidelines for a final product, but may have been too ambitious for a "pilot" search. I will revise the first two rubric criteria to reflect an initial consideration of search strategies and results rather than criteria that reflect more on the final product included with the term paper. Student work as a result of this assignment (see Figures 4-6) was substantial and required only moderate revision to be included in their final papers.

Results and impact on student learning (This can include student self-evaluations or feedback, pre- and post-test results, rubric results, and/or impact on other student assignments.)

Student feedback validated my conclusion that the assignment with the librarian should be viewed as a pilot exercise to prepare for the final paper and not necessarily incorporated into the final paper assignment.

One of my students said, "I thought it was very helpful to have Pam come in and talk to us about using databases. I especially found it useful to learn about EBSCO and how it can be used to search multiple databases. I found the prep assignment helpful going into class. I struggled a bit with the Prisma diagram but that may have just been due to personal confusions and not because of the layout."

In reviewing this new assignment with the students, it also seemed like there were too many steps within one assignment and the students were getting a little lost trying to navigate this assignment in relation to the larger term paper. In future semesters I will create separate Canvas assignments for the PRISMA diagram and the table of reviewed articles so that these assignments populate into the Canvas calendar and create smaller milestones to complete the overall assignment as envisioned. I also think it will be helpful to create a separate assignment for the 1:1 visits with the librarian in order to better track compliance with this element of the assignment.

Summary and next steps (This can include your reflections on working with the students on information literacy goals, how you might improve on the assignment or activities, and/or how you might address information literacy goals using other methods or in other courses, would you do this assignment sequence again and why or why not.)

Information literacy goals are essential for this course. I think I am headed in the right direction to create smaller assignments that help the students put together a final research paper over time and not become too overwhelmed with the final product. In addition to some of the changes to the rubric I have already mentioned I had already fine-tuned some of the language in the assignments and instructions as the semester progressed to improve on the original concept turned in for the stipend initiative. Using the assignments this semester indicated that I need to adjust the timelines for the assignments to better align with when the students are ready to start the database searching once they have chosen their research topics and been able to do some reading on the topic to inform their choices of search terms. I also plan on developing an infographic or other "big-picture" tool to help the students better conceptualize where each assignment fits into the process of writing a research paper. A similar assignment and/or series of assignments would be useful in my Music Therapy Research Methods course, so I will be adding to that course as appropriate.

Appendix

Figure 1

Prep Exercise for Librarian Visit to Class

MUTY Prep exercise Sept. 2023

First: Take a look at the SMU Libraries web pages to become familiar with the layout and where to find library resources. https://www.smu.edu/libraries. Note that there is a search tool for a basic search and a link to the Research Guides.

Second: Check out the **Music and Music Education Research guide** and guides under **Social Sciences**. Look at the Top resources AND the link to "All music and music education databases."

1) On the SMU Libraries home page, explore (==click around!==) the Databases tab and Select a Subject option.

> a) Find one additional database **not listed in the music/music education database list** and **psychology database** list that might be a good source for locating academic articles for music therapy research. Provide the title in class.

> b) What are some of the key items to which your chosen database (i.e., find descriptions of various databases) provides access? (What types of content does it index?)

2) Where would you look in order to find "Laying the foundations for lifelong family music practices through Music Early Learning Programs" by Vicky Abad and Margaret S. Barrett?

> a) Provide the complete citation for the article.

> b) Were you able to find the complete article in full text?

> c) Be prepared to share in class what steps you took to locate this.

> d) How would you find the most recent issue of the journal, *Psychology of Music*?

E-mail Pam Pagels if you have questions at ppagels@smu.edu

Figure 2

Conducting the Systematic Search Assignment

Once you have chosen your topic and developed your research questions, this assignment will serve as a guide to performing your systematic search of literature and can be incorporated into your final paper.

Course Description and Learning Objectives:

Music psychology combines elements of music, psychology, education, therapy, and other related health, rehabilitation, and wellness areas. This course provides a broad exposure to and understanding of music psychology and its many interrelated areas of inquiry. The course explores many aspects of why music is important to individuals, groups, and societies/cultures. The final exam for this course is a systematic review of literature research paper. A significant part of the review is to select a set of research for review. The following assignment structures this task.

Assignment Learning Objectives:

- Select and use the appropriate research methods and search tools for needed information.
- Recognize valuable and relevant sources.
- Match information needs to appropriate search tools.
- Develop and refine search strategies and terminology appropriate to the tool.

Purpose

The literature review is a comprehensive examination of the extant literature in a music therapy or music psychology area in which you are interested. The review challenges you to find, consume, summarize, organize, and report an overview of this literature in a professional manner which serves to draw new conclusions from that literature or which leads to new understanding or questions which might be investigated in future clinical work and research. A key goal of the review is to include as much literature related to the problem as possible in order to have the greatest relevance to the population and problem being studied. Common databases used in music therapy searches have included MEDLINE, PsychINFO, PubMed, CINAHL, ERIC, and Social Sciences Abstracts.

Transparent reporting of the search strategy and outcomes is a key requirement in systematic review reporting, so reviewers should keep meticulous and organized records of their process. Keywords used, search limits incorporated, and the start and end dates of the search should be documented. Enough detail should be provided in the reporting of the search strategy so that the search can be replicated.

Search parameters will emerge from the exploration of the literature and the process of setting keywords. Parameters can include how words will be combined and what limits will be set for

the search. Keywords and search parameters should be consistent across databases and by-hand search methods. The limits are determined by the established inclusion and exclusion criteria.

Content and Task

This should be an exhaustive search of the relevant literature that is also manageable for the scope and time frame of the review. Criteria for inclusion and exclusion of studies may be related to study design, age range, publication year, diagnosis, or other characteristics, such as type of intervention and outcomes. Exclusion criteria should be implemented to include only the most recent articles so that no more than 12-15 articles qualify for the systematic review. Articles should be carefully read and examined for the inclusion and exclusion criteria should be examined. Use of the PRISMA flow diagram will be required for this assignment. Please be prepared to present a short review of your research outcomes on the last day of class.

Steps

In order to complete this assignment, you will work with the music librarian to review database search procedures and APA 7th style.

1. Prep exercise/worksheet provided by librarian: [Orientation and Pathway] Students explore research tools (selected by the instructor and music librarian) to determine key databases for searching for and selecting scholarly articles to include in the systematic review.
2. [Tools] The student will complete one search with the selected database identified in the prep exercise, using a keyword from their topic for the systematic review research paper.
    1. Include one of the identified articles in the manuscript reference list using APA 7th style.
    2. Class group discussion with librarian (20-30 min) Assignment feedback/follow-up.
3. Librarian class visit and lecture/presentation—student feedback from prep exercise (above); overview of database resources and searching strategies; subject searching.
4. Student research--[Idea to Question] Find additional resources based on the research topic to complete the assignment to find 12-15 articles for review. (Library Research Guides are helpful here)
5. Individual librarian 1:1 consultations (scheduled by students outside of class) - The librarian will follow up on search strategies and provide assistance with finalizing and documenting database searches.
6. Develop a Table describing key components of selected articles from the search.
7. Complete the Prisma diagram describing the search and included articles.

Figure 3

Rubric for Assignment "Conducting the Systematic Search"

Criteria	Ratings				Pts
Source Selection and Use	**4 pts** **Exemplary** Sources directly relate to research question. Sources represent most relevant selections rather than first database suggestions. A wide variety of sources and differing views are represented. Usage shows thorough reading of sources.	**3 pts** **Good** Sources relate to research question. Sources indicate an attempt at relevant selections. A variety of sources and differing views are somewhat represented. Usage shows an attempt at thorough reading of sources.	**2 pts** **Developing** Sources partially relate to research question. Sources are surface level choices. Differing views are minimally represented. Usage doesn't indicate a thorough reading or understanding of main concepts.	**1 pts** **Needs Improvement** Sources do not relate to research question. Glaring omissions of relevant sources indicates that choice was based on easiest to locate. No differing views are present. Usage doesn't indicate reading or understanding of main concepts of sources.	4 pts
Critical Engagement with Information	**4 pts** **Exemplary** Systematic and methodical analysis synthesizes information with a specific purpose, clarity, and depth. Content of sources is carefully evaluated to meet goals designated in the thesis.	**3 pts** **Good** Evidence of an attempt at a systematic and methodical synthesis of information. Content of sources is evaluated but lacks thorough connection to thesis goals.	**2 pts** **Developing** Information from sources is communicated and organized, but synthesis of ideas is absent. Sources are superficially evaluated for information.	**1 pts** **Needs Improvement** Information from sources is unorganized and inaccurately communicated (misquoted, summarized incorrectly, etc.). Scholarly evaluation of sources is absent.	4 pts
Participation in Assignment Scaffolding Prep exercise and classroom participation, 1:1 appointment with librarian, presentation of findings, student feedback form	**4 pts** **Exemplary** Participated in scaffolding. Obvious improvements were made to writing throughout the process.	**3 pts** **Good** Participated in scaffolding. Improvements to the writing throughout the process are minimal or shallow.	**2 pts** **Developing** Participated in most of the scaffolding activities. No improvements to writing throughout process evident.	**1 pts** **Needs Improvement** Participated in less than half of the scaffolding activities. No changes were made to the writing.	4 pts
Prisma Diagram and Documentation	**4 pts** **Exemplary** Followed PRISMA guidelines and clearly documented database searches.	**3 pts** **Good** Followed most of the PRISMA guidelines and is only missing 1-2 components of the search documentation.	**2 pts** **Developing** Followed some of the PRISMA guidelines, but lacks a figure or appropriate categories. Search documentation is missing key information.	**1 pts** **Needs Improvement** Did not follow PRISMA guidelines and is missing significant portions of search procedure documentation.	4 pts

Total Points: 16

Figure 4

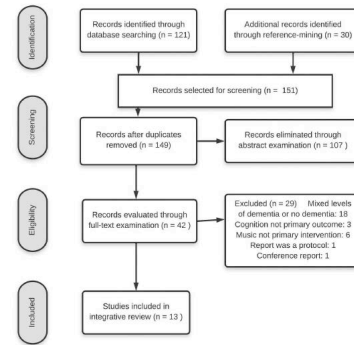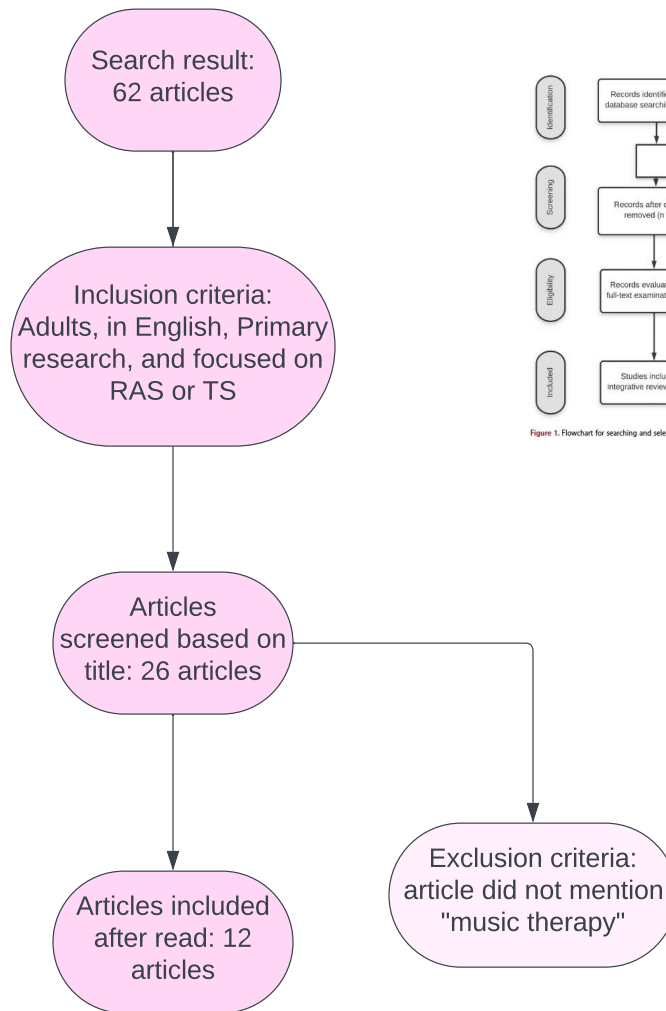*Sample PRISMA Diagram from Assignment "Conducting the Systematic Search"*

*Note: Inset diagram is example from research literature provided in instructor feedback for student revisions of assignment.

Figure 5

Sample Student Work from Assignment "Conducting the Systematic Search"

Search Strategy

Potential studies for analysis were identified using computer-assisted searches of these databases: MEDLINE, APA psycInfo, PubMed Central, EBSCOhost Psychology and Behavioral Sciences Collection, and Elsevier ScienceDirect Journals Complete. The search was conducted with the various combinations of these descriptors: *neurologic music therapy; parkinson's disease; rhythmic auditory stimulation;* and *therapeutic singing.* The dates were set from 2014 to 2023. Only peer reviewed literature was included in the search. While the research did not have to be specifically United States based, the writing must have been in English. Based on these criteria, a total of 62 results were located. Those 62 results were scanned based on title and 26 articles were chosen to be further examined. Once articles that met the specific review criteria were discovered and explored, it was decided to eliminate 15 of those articles based on additional criteria. Articles were excluded if they did not explicitly mention "music therapy" throughout the entire article. Other additional inclusion criteria included: the subjects were adults, subjects were diagnosed with Parkinson's disease, and the article must be focused on NMT interventions. One of the articles was excluded for being a secondary analysis of another article.

Figure 6

Sample Portion of a Student Table

Table 1

Summary of Study Characteristics and Outcomes

Author & date	Description of study	Participants	Objectives/ hypothesis	Findings
Azekawa, M., & Lagasse, A. B. (2018)	7 PD patients participated in 6 sessions over a period of 6 weeks receiving NMT singing interventions	Average age: 70.8 4 male, 3 female	Examined four voice and speech parameters, including vocal function, voice quality, articulatory control ability, and connected speech intelligibility	Participants maintained or improved in maximum phonation time, vocal quality, and articulatory control, with slight increases in measurements, and a reduction in inter-word pause times
Benoit, C. (2014)	1-month auditory cueing gait-training program perceptual and motor timing abilities in 15 IPD patients.	Average age: 67.2 10 male, 5 female	Examined perpetual timing tasks and motor timing tasks	Training successfully yielded improvements in gait kinematics, which were still present in follow-up tests 1 month after the training ended. Training improved performance in three perceptual and two motor tasks at the group level.