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PSY305, Fall 2007

Dr. Biller

Field Experience Report

Completed July 2013

Between November 2007 and August of 2008, in order to satisfy the internship requirement of the University of Rhode Island's psychology program, I helped create and lead weekly spiritual and meditative workshops at Beneficent Congregational United Church of Christ in Providence, RI. These workshops were unique from the services the church had been offering the community because the instruments we used to lead our group were literally that: instruments, i.e. musical instruments, specifically: drums.

Beneficent Church is a 200+ year old congregational church in downtown Providence, well-known for being an open and affirming, multicultural church fighting for social justice by reaching out to communities in need both near and far. It was by the kind permission of the church's senior staff at the time – the minister of music, Susan Carroll, the head-deacon / church moderator, Gwendolyn Howard, and the senior pastor, Diane Christopherson – that made this internship possible. (For more on Beneficent Church, visit www.BeneficentChurch.org)

My direct supervisor for the internship was Gwendolyn Howard, D.Min., M.SW., LIC.SW., who is a modern day renaissance woman. She has been a counselor and therapist for over 10 years, with licensure in RI and MA and her own private practice in Providence. Additionally, Gwendolyn is an adjunct professor of psychology, ethics, and religion/philosophy, most recently at Dean College, New England Technical Institute, and Johnson & Wales University. Prior to her careers in psychology and education, she was a Unitarian and Universalist minister serving parishes in New York and Illinois. Spirituality remains very present in her life; Gwendolyn is a practicing Buddhist, and at the time of my internship was the acting moderator and head deacon of Beneficent Church. As if this were not enough, Gwendolyn is an avid music enthusiast: being a

longtime member of the Beneficent Church choir, playing a variety of percussion, brass, and woodwind instruments, and even having held jobs in radio and television.

When I approached Dr. Howard about my internship requirement and the difficulty I was having finding an opportunity that could marry my love of music and my interest in the psychological concepts I was learning in my humanistic, social, positive, and stress & wellness psychology classes, she shared with me her idea to develop a spiritual drum workshop for the community. She then offered to supervise my internship at Beneficent Church if I could create and lead such a program. For this, I am incredibly grateful as I could not think of a better mentor or more fulfilling experience.

My personal background is rooted in the love of music. I have been playing drums for nearly 20 years, during which time I have performed with multiple groups, taught private lessons to students of all ages and skill levels, and began my own recording studio to help bring the music of others to life. Professionally, I have worked in the accounting field for about 10 years after completing dual associate degrees in accounting and business management from Quinebaug Valley Community College in Danielson, CT. With a growing interest in human resources and industrial/organizational psychology, I enrolled in the psychology program at URI in pursuit of my bachelor's degree. However, as I continued the program and began my own family, my interest in the corporate world faded and the need to share my love of music with others became overwhelming.

Currently, I am enrolled in URI's Teacher Certification Program for music education, finally following my lifelong passion. Though my path has not been a straightforward one, I am grateful for the varied experiences that have shaped my self-understanding and ability to face a wide range of challenges, including this internship.

Using my teaching experience as a private music instructor, strong organizational skills gained as an accountant, and a peaked interest in stress and wellness from my psychology courses, I began to work with Dr. Howard and Beneficent to develop and lead this undertaking.

We called our program D.R.U.M. (De-stressing Rhythm and Unifying Meditation). Generally, groups of this kind are referred to as drum circles; however, that term has a reputation that suggests a more frivolous activity. Frankly, when initially sharing the idea with others the feedback was laden with images of dancing hippies. This image problem was an initial concern Dr. Howard and I shared. Though we wanted D.R.U.M. to be fun, we also wanted it to be a meaningful, healing, even spiritual experience gained through the act of drumming. We knew that recreational drumming could help reduce stress and contribute to one's overall health, and that drum circles could help with team building, communication, and social interaction. We were faced with a significant gap between our vision and outsiders' perceptions; a gap that we needed to close with an educational awareness campaign. As such, the first task Dr. Howard and I performed was to create specific goals for the program in order to measure its performance and market the group as a substantial and legitimate offering to the community. The group objectives we created were as follows:

1. To improve spiritual and self awareness;
2. To learn new stress and anxiety reducing skills;
3. To foster experience with non-verbal communication;
4. To develop cooperation and community through teambuilding, shared leadership, and social interaction;

5. To educate about stress management, meditation, and communication as well as music therapy, the drums, drumming techniques, and the cultures from which they originate.

Additionally, since it was *my* internship we felt it was appropriate for me to have the following personal goals:

1. To gain experience being a leader and facilitator through the use of effective organizational and communication skills;
2. To develop flexibility and adaptability to deal with diverse people and unexpected situations;
3. To be involved in group sessions that promote therapeutic experiences under the supervision of a licensed social worker;
4. To observe psychological theories in practice;
5. To spread the joy and power of music to the community.

With our mission statement in place, we set out to abolish stigmas about our drum circle, enhance the community with our program, and even have a little fun with our weekly occurring workshop.

Next, we pooled our resources to acquire the drums and other materials needed for the program start-up. We hoped that those interested in participating in the workshop would have their own instruments, but we did want to be able to provide drums for anyone who needed one. Also, having a selection of different sized, pitched, and style drums and percussion allowed participants – even those with their own instrument – to experiment and try new things while helping the overall sound of the ensemble be more balanced. I spent 3 hours researching, scouting, and purchasing a large djembe drum

(African), a set of bongo drums (Afro-Cuban), small doumbek and darbuka drums (Middle Eastern), and auxiliary percussion including cowbells, tambourines, and shakers for the church. I also found an instructional DVD on hand drumming called *The Art and Heart of Drum Circles* by Christine Stevens that we made available for any participant who wanted to learn the fundamentals of hand drumming, improve their technique, or simply build up more confidence on the drums. Additionally, Dr. Howard contributed her personal drums to the group, which gave us a respectable inventory to start.

Lastly, we needed a curriculum to ensure our hour long meeting flowed smoothly and encompassed all the components of the program. Using the Stevens DVD, I adapted and developed several exercises for the group that I was able to use and rotate throughout the duration of the program. As D.R.U.M. continued and it became apparent which activities were successful and which were less so, I was able to modify these session outlines and even use group input to go off course completely, improvise, and let the workshop progress organically. Below is a list of topics and activities that we did with descriptions and relevance to group goals and/or psychological concepts:

- 1. Introduction:** This was the most obvious of tasks to begin the workshop each week, provided there were new participants present requiring introductions. The room would be set up with chairs in circle formation and available drums would be brought out. If we had a new guest, either Dr. Howard or I would greet them and see that he or she had an instrument and place to sit. We would then go around the circle and share our names, occupations, drum/musical backgrounds, and anything else we were so inclined to say about ourselves. This simple act helped establish the groundwork for the

sense of community we were hoping to create in our group. Having our members feel welcomed and included in a safe environment with others who have a shared interest in drumming and its holistic properties was integral in overcoming any inhibitions that could prevent one from reaching the meditative, healing, and spiritual goals of the workshop. Feeling part of a group in itself has positive psychological and physiological effects according to Kassin, Fein, and Markus (2008, p 269-273).

- 2. Drum Technique:** This was a necessary component for new participants with limited or no drumming experience. I would explain and demonstrate the fundamental mechanics of the type of drumming we would be doing. This included how to hold the drum, the different ways to properly strike the instrument, and very basic musical vocabulary such as the different parts of the drums, tempo (speed), dynamics (volume), etc. We kept this music lesson brief because our goal was not musical excellence, but rather to use music and drums as means to a greater end. As mentioned, we did have the instructional DVD available if anyone wanted to hone their drumming skills and I was happy to help before/during/or after the meetings if anyone had any questions or difficulties with this aspect of the workshop.
- 3. Mindful Meditations:** After the beginning formalities, we often began with some form of meditation. This 5 minute component was to help ease the immediate stresses of the day and put the group in the right mindset for the session. Meditation is a widely accepted way to reduce stress, focus the mind and body, and create good health. However, it gives back only what you put

into it, and so it was important for our group to fully subscribe to what we were doing in order to receive any psychological and/or physiological benefits (Sapolsky, 2004, p 402-403). Types of this mediation we employed included:

- Breathing Exercises, during which a mediation leader would have the group sit in a relaxed position, close their eyes, and conduct their breathing, i.e. slow, deep breath in, hold approximately 5 seconds, release, repeat. This was our most common practice because it was simple, quick, and seemed to yield the most immediate results.
- Biofeedback, during which a meditation leader would go through the parts of the body from head to toe asking the group to relax those muscles and release any tension therein. For example: “Feel your scalp and let it relax, let all the tension flow out in warm waves with your hair. The waves are like water – let it wash your face. Relax your forehead. Unfurrow your brow.” And so on.
- Guided Imagery, during which the meditation leader would ask the group to imagine themselves in a relaxing place and guide the group through the image. For instance: “Picture you are on a warm beach. The sun is shining on your face. A refreshing breeze is at your back. You walk toward the water, feeling the sand move beneath your bare feet and between your toes. When you reach the water the sand is wet and cool. As the waves go in and out, your

feet slowly get buried in the wet, cool sand. The waves move in and out with each of your breaths. In, and out. In, and out.” Etc.

- A Moment of Silence, which is self explanatory, was a way that the meditation leader could allow the group to personalize the meditation time and do individually whatever they thought would be most beneficial. This was used less frequently because it felt less like a shared experience that brought the group closer together. Yet, for those internalizing the process, it was no less beneficial.
- Chakra Chants, which is the process of using vowel syllables such as “OM” to help center the mediator. Certain vowels are said to be linked to the 7 chakras – energy centers – of the body. Each chakra is linked to specific issues: 1) acceptance, purpose, and meaning in life (sound “NG”); 2) knowledge, reasoning, and intuition (“OM”); 3) will power and personal expression (“HAM”); 4) love (“YAM”); 5) personal power and self-esteem (“RAM”); 6) control over material world (“VAM”); 7) safety in physical world (“LAM”) (Myss and Shealy, 1993, p 93-121). This was our least used method, done only once or twice because the majority of the group did not feel comfortable with it. The feedback was that it was too “new age” and not beneficial because it felt like a parody.

Each of these techniques, stemming from traditional Eastern medicine and modern scientific research, were taught to me in PSY478 Applications in

Psychology: Stress and Wellness by Clair Satori in fall of 2006 as ways to manage stress and promote health.

- 4. Rhythmic Telephone:** This was a simple drum exercise we did to warm up. The leader would play a short rhythmic phrase on the drum, the next person in the circle would repeat it, and so on. The trick is to not lose the beat or allow any pause when switching players so that the pattern remains continuous. This could be especially challenging as the rhythm continues around the circle and the speed is increased. It is a fun way to get a group of individuals to work as a cohesive unit. In order to be successful, first, one has to listen and learn the pattern: including the rhythm, the “melody” or drum pitches, the dynamics, and the tempo. Then, one has to be prepared to execute the pattern when it is their turn, which also requires a great deal of listening.
- 5. Call and Response:** Similar to the telephone exercise was a call and response activity we did. Here, the leader would again play a short rhythmic pattern, but then the group would echo it back. This activity would be especially useful with larger groups where there are too many drummers to go around the circle. It requires the same listening skills and works on the same team-building principles, though with more anonymity. Since we were relatively small, we preferred rhythmic telephone. It encouraged participation and usually ended in communal laughter and shared exhaustion when the tempos got so fast that we would fall apart.
- 6. Layering In:** This was a personal favorite improvisational activity where one member would begin a basic drum pattern that established a pulse. Then one

by one, the next member would contribute something new to the beat. Hence, we would all layer in our different improvised parts. This accomplished many things. First, it required a great deal of listening to all the members' parts in order to find an appropriate place in the group sound. It drew on improvisation and creativity, which stimulates the mind, thus making the participants more invested in the act and creating the possibility for a sense of flow to occur (Peterson, 2006, p 65-69). Additionally, the resulting sound was intricate, unique, and gratifying. As such, it was an effective activity for our purpose and we did it nearly every session.

7. **Free Improvisation:** Like layering-in, this exercise relied on the creativity of the group and gave freedom to the participants. However, unlike layering-in, there is no structure. Instead of one person going, then the next adding to it, and so on; in this activity, the leader would say GO and everyone would jump in at once. The result was immediate sonic chaos with different pulses, tempos, volumes, and patterns. But therein lay the group challenge: to create order when we were all in the thick of a problem. Natural leaders emerged, playing their parts with confidence and getting attention of other members to follow using nonverbal communication. Also, a great deal of listening was involved so each individual could adapt their playing for the good of the group sound. In the end, there was one of two results. Through playing, the group would agree on a pattern and entrainment would happen, i.e. we would all end up playing the same thing. Or, an established pattern would emerge and members would embellish and add to it, creating a sound more like the

layering-in result. Either way, this team-building, problem-solving exercise was probably the most relevant to real world situations that we employed.

8. Directed Improvisation: In the midst of these intense improvisational exercises, often a leader could direct the group in different ways. By getting the players' attention somehow – by raising a hand, by executing an agreed-upon rhythmic cue, by eye-contact, or by vocalization – the leader could adjust the group's volume, and even create impressive sounding dynamic waves. Another thing the leader could facilitate is stopping and starting the group, which could have a dramatic effect and is fun to do. Tempo, too, could be manipulated. By pushing the beat and driving the group to play faster, one could create an intense climax to the activity. Like most of our endeavors, this one relied a lot on communication and team building. Also of importance was shared leadership to enable each member to conduct the group.

9. Emotional Expression: This was a unique way to use the drums non-traditionally as a means of personal expression. Instead of playing the drums in the expected way and making “normal” music, this exercise had members express how they were feeling by scratching the drumheads, playing frantically with flailing body language, hitting the sides of the drums, using fingers to tap the drums softly, etc. This activity served several purposes. It helped participants form a relationship with the instruments by making them comfortable playing the drums. It let them see the drums as expressive tools and allowed them ways use these tools to communicate. And finally, it helped strengthen the group bond by using this nonverbal communication to open

ourselves up emotionally to one another. We were all surprised how accurately we were able to identify how someone was feeling based on their different approach to the instrument, the dynamics displayed, the tempo given, the body movements used, and other signs.

10. Traditional Rhythms: Dr. Howard found several authentic rhythmic patterns from different cultures that the group could perform. These short passages consisted of multiple parts, so our ensemble could split into different sections and play more structured pieces. This was a nice contrast to the improvisational nature of the other activities. Especially as the group developed and was looking for new challenges, these arrangements were fun to decode and perform. It offered many of the same benefits as the aforementioned activities: listening/nonverbal communication, problem-solving, team-building, shared leadership, and flow. It also offered a global-socio component to the workshop by exposing the group to these diverse cultural traditions and non-western music, e.g. Swahili wedding song, Ghana battle recreation, African celebration dance, South American prayer (rain, health, hunt, etc.).

11. Shared Leadership: As mentioned in the descriptions above, each meditation/activity generally had a leader. We practiced shared leadership so that person changed each time, and everyone had a chance to lead if they so choose. Moreover, the leader sometimes even picked the activity. We did this to empower our members. The goal of D.R.U.M. was not for me to have followers, but rather for me to facilitate the workshop so that we were all

equals, all teachers, all students, and all benefiting the same. The empowerment provided by shared leadership gave each member a sense of belonging and ownership of the group (Kassin et al, 2008, p269-273).

12. Wrap-up/Feedback: In keeping with the philosophy that the workshop was not just mine but belonged to the group, at the end of each session we asked for member feedback to determine what activities people liked and what did not work. We also asked more generally what people got out of the session and gave the opportunity to group-share. Having the members help determine the course of the workshop and contribute their experiences aided in giving a sense of ownership to people. We also used the opportunity to educate the participants as to what we were trying to accomplish with the activities, i.e.: meditation, flow, communication, etc. It was a satisfying way to wrap-up the session before breaking the room down and regular socializing commenced.

One last note on the above mentioned activities is that they were not necessarily independent of one another. Often one exercise would blend into the next. For example, the group might start with breathing exercises, then move into biofeedback, then guided imagery, then a moment of silence for our beginning meditation without stop. Or the group might begin with a free improvisation, establish a groove, and then move onto a directed improvisation where a leader conducted the group's playing of that groove. It was helpful when the activities flowed into each other because it reduced downtime, kept the group playing, energized, and engaged, and thereby promoted the sense of flow

(Csikszentmihalyi, 1990) and health/stress reduction benefits similarly found in other physical workouts (Sapolsky, 2004, p384-418).

With the above activities planned, the workshops ran fairly smoothly and my job week to week, session to session was relatively routine. It began with emails, a major form of communication used in the planning stages. Dr. Howard and I would email to plan the date of the next meeting, what the next session will consist of, determine who will be responsible for what preparation, and discuss anything that had come up since the last meeting. We also had a group mailing list that we used to confirm the upcoming schedule and get an idea of how many participants we should expect. All this back-and-forth took approximately 30 minutes each week.

Next, we put forth promotional efforts for D.R.U.M. Flyers were created and hung at the church, at the local colleges, and around Providence. The advertising helped some; but, not surprisingly, the majority of our ensemble came from Beneficent Church. As such, it was important to work with the administrative staff to make sure the group schedule was included in the church bulletin and mentioned during announcements at the weekly service. These efforts also took approximately 30 minutes each week.

Though some planning was done through email between Dr. Howard and me, I spent an additional half hour per week planning the activities and how to best facilitate the group. This included researching and developing the exercises, mapping the order of the workshop, ensuring little to no transitional time between activities, being educated to be able to answer questions about the activities and do a proper session wrap-up, and finally personal mental, physical, and spiritual preparation in order to lead by example.

The sessions were the bulk of my work and time. Dr. Howard and I would arrive at least 30 minutes before the start of the session to set up the room, unpack the drums, put out snack and refreshments for afterwards, and greet arrivers. The workshops were planned to last about an hour, but sometimes we went longer if everybody wished to continue. There would be time to socialize and decompress afterwards before the cleanup and breakdown of the room, lasting an additional 30 minutes. Finally, I allotted another 30 minutes for reflection time. Here, I could discuss the session with my mentor, document the proceedings in my log, and derive meaning from the day's events. Total session day time would be 2-3 hours, giving me a cumulative 4-5 hour a week experience. (For complete work log, see Appendix A)

Because we created the program with specific goals in mind and employed activities to meet our needs, deriving meaning from the experience and seeing psychological ideas in action was conveniently straightforward. As mentioned in the descriptions above, the major concepts we explored were communication, teambuilding, stress management, music therapy, and flow. The following is a more in depth look at these subjects.

Communication is everywhere and in everything we do. Furthermore, the lack thereof is often the root of problems in professional, personal, and societal relationships. And with 70% - 90% of communication being nonverbal, it is no wonder that workshops aimed at improving communication are very popular among businesses, schools, and individuals (Kassin et al, 2008, chap. 4). We encounter and express nonverbal behavior in a multitude of ways: voice (pitch, rhythm, volume, tempo, articulation, dysfluencies), appearance (grooming, hygiene, dress, styles, hair, jewelry, tattoo/body art), facial

expressions, eye contact, posture/movement (body language), personal space/distance, physical environment (e.g. room setup, furnishings), time (e.g. to respond, punctuality), culturally-bound (ex. Nodding up and down could mean ‘yes’ in 1 country and ‘no’ in another) (Adler and Elmhorst, 2005, chap.3). Considering all these factors, it is easy to see how verbal communication – what we say – can get lost and/or misinterpreted in the static of how, when, where we say it.

Because of the subject’s enormity, communication was a major component in nearly all our activities. From showing up on time out of respect to group, to nonverbal cues while drumming, to emailing during the planning stages, to the open forum at session wrap-up, communication was at work.

Of equal importance was cultivating the group itself. Social psychology says that being part of a group can be one of the most rewarding experiences. Conversely, rejection from a group can be tremendously painful and damaging. That sense of belonging is an innate need likely stemming from primitive survival instincts. The right kinds of groups bring us self-validation, safety, motivation, and the means to accomplish what one cannot individually. There are drawbacks of groups, however, such as groupthink, complacency, and elitism; still, groups are an integral part of humanity nonetheless (Kassin et al, 2008, p 269-273).

For our purpose, we used two approaches for strengthening the D.R.U.M. group: teambuilding and shared leadership. Teambuilding occurred organically by everyone participating and sharing. We connected on an emotional, spiritual, and musical level, and were quite comfortable with one another by the end. Shared leadership allowed all

members to lead the group in meditation and/or drumming activity if they wished, thereby providing a sense of ownership of the group to each individual.

The main pathology with which we dealt was stress. Stress is simply the body's response to a challenge. It is completely natural and can be a good thing that can motivate and invigorate us, even save our lives. But, too much stress is catastrophic and is linked to the leading cause of death in the United States: heart disease. In fact, a body in a constant state of stress is susceptible to all types of illness, such as ulcers, cancer, addiction, depression, and many other unfortunate conditions. Often, one's stress response is more damaging than the stressor itself. Therefore, it is imperative to learn how to manage stress and promote wellness (Myss and Shealy, 1993; Sapolsky, 2004).

In D.R.U.M., we focused a lot on meditation as a stress management tool. The breathing exercises, guided imagery, biofeedback, chakra chants, and silence taught in PSY478 are well-accepted methods of de-stressing and endorsed by Eastern philosophy (Hanh, 2003), Jungian principles (Pascal, 1992, p 220-221), humanistic psychology (Shaffer, 1978, p 149-150), and biology/neuroscience (Sapolsky, 2004. p 384-418).

Music Therapy is also a way we addressed stress management. The act of making music and expressing ourselves through the drums was therapeutic. Music therapy has been shown to help people overcome a vast array of psychological and even physical issues, such as depression, Alzheimer's, autism, amnesia, and more (Levitin, 2006, p 221). Advancements in neuroscience continue to give us further insights on the effects of music on the brain, but this much is clear: humanity is a musical species. We have prized music since the beginning, as evidenced by archeological findings of ancient bone flutes that date back to when life was purely about survival. It can provide emotional (joy),

physical (goose bumps), and chemical (dopamine) responses. More amazingly, we can “listen” to music in our mind and derive the same pleasurable benefits. The fact we can compose new works is amazing in itself, but we can also transpose pitch and tempo of remembered music, anticipate changes, predict passages, and perform complex order sequencing, all of which allows one to perceive errors even if listening to a piece for the first time (Sacks, 2008, p ix-xv). Music is a commanding force and I am happy to have helped empower people with it through this program.

The final concept we explored was Flow. Mihaly Csikzentmihlyi identified flow as the psychological state accompanying highly engaging activities and called it the optimum experience. It is autotelic, i.e. it is an activity that is an end in itself. There are 8 elements to Flow: 1) a challenging activity requiring skill; 2) concentration, merging action and awareness; 3) clear goals; 4) immediate feedback; 5) focus on task at hand; 6) sense of control; 7) self disappears, yet emerges stronger; and 8) time is altered (Csikzentmihlyi, 1990).

Music lends itself naturally to states of Flow and so did many of our group’s activities. Drumming is a challenging skill that can meet all the above criteria. What we did was sensory, requiring a great deal of listening to hear and identify sound. It was analogic, evoking an emotional response. It was analytical, as we evaluate, compare, and understand the music. And lastly, it was a creative endeavor rewarding in many ways.

Generally, things ran smoothly and we achieved a fair amount of success. However, it would not have been a complete learning experience without some failures. There were four problems we encountered that come to mind.

First, not every activity we tried worked. And even the successful ones did not work all the time. For example, the chakra chant meditation exercise we only did once because the group did not like it. Another example, though we enjoyed performing the traditional rhythms, it tended to shift our focus to being a musical group rather than a more encompassing workshop. I am glad we encountered such issues because it gave me the opportunity to adapt to the situation and needs of the group.

Next, though communication was a huge focus and Dr. Howard and I were diligent to lead by good example, there was one instance of communication breakdown during the December holiday season where the session was actually cancelled but I showed up not knowing. It was a simple mix up that further emphasized the need for clear, consistent communication.

Another issue we had was a lack of a regular meeting day/time. This arose out of us trying to be accommodating and convenient for everyone and attract the maximum possible participants. Though we did what we thought was necessary, I wonder if we suffered from frequently changing the day/time by essentially preventing the possibility for new walk-ins.

Lastly, Dr. Howard and I attended another healing through music symposium being held at the church, Resonate Voices: Sacred Gongs. We went out of solidarity, and though we appreciated the sound and origin of Tibetan singing bowls and their application in meditation, we were unable to subscribe to the overall approach of their group. It was a learning experience on how we wanted our group to be different.

On the whole, though, this internship was a highly rewarding experience. During the 30+ weeks of the program, D.R.U.M. met regularly at Beneficent Church, reached 15

members with its mission, was invited to perform at a number of church and community functions, and met the goals created for the group: self-awareness, stress management, better communication, team building, and music. Moreover, I saw psychological concepts in action, was a part of group therapy, pushed my leadership and organization skills, interacted with a diverse and wonderful group of people, and served the community through music, thus meeting (and exceeding) my personal goals. Indeed, the program was a success that we carried out long past the minimum 60 hours required by URI's PSY305. Since D.R.U.M.'s end, the relationships I developed with Dr. Howard and Beneficent Church continue: a youth drumming group has emerged at the church, I have procured more instruments and sound equipment for Beneficent, Dr. Howard and I continue to be on-call musicians, and she remains my good friend and advisor. For all this, I am truly thankful to have had this opportunity, to URI for being the catalyst, to the church for being the host, to the group for the great experience, and to Gwendolyn for everything.

Appendix A – Work Log

Development Stage – Total 10 hrs

Date	Time	Task	Description
10/18-10/30/07	2hrs	Correspondence	10 Initial emails with Dr. Gwendolyn Howard (GH) & Beneficent discussing the program.
10/26/07	2hrs	Meeting	With GH to develop purpose, framework, and individual action items.
10/27-11/2/07	2hrs	Planning	Developed program name, mission statement, curriculum, and operational plan to pitch program/internship at meeting with church staff.
11/2/07	1hr	Meeting	With GH and Beneficent to make D.R.U.M. and internship official.
11/5/07	1hr	Inventory	Research/Price drums at Guitar Center. Bought DVD: The Art and Heart of Drum Circles by Christine Stevens.
11/6/07	1hr	Inventory	Online research/price comparison for instrument purchase.
11/8/07	30min	Meeting	Met with GH and church staff Susan Carroll to determine inventory needs and get approval for purchases.
11/9/07	30min	Inventory	Purchased instruments from Guitar Center.

Workshop Sessions/Other – Total 91 hrs

Date	Time	Task	Description
11/6/07	15min	Correspondence	Email w/GH to set up time for 1 st session
11/8/07	2hrs	Prep	Watched DVD, planned/developed activities for 1 st session.
11/9/07	30min	Prep –Session	Arrived to set up room, mentally prepare, and greet guests for 1 st session
11/9/07	1hr	Session 1	Introduction 5min; Meditation: Breathing 5min; Drum Instruction 15 min; Free Practice 5 min; Call and response 10 min; Layering in 10 min; feedback/wrap 10 min.
11/9/07	30min	Post-session	Social time, clean up (bring refreshments for next)
11/9/07	30min	Reflection	Personal reflection/discussion w/GH/internship admin.
11/12-11/15/07	30min	Correspondence	Email w/GH to discuss 1 st session, confirm next session.
11/15/07	30min	Prep	Plan & develop session activities
11/16/17	30min	Prep – Session	Arrived to set up room, mentally prepare, and greet guests.
11/16/07	1hr	Session 2	Intro 5 min; Meditation: Breathing/Biofeedback 5 min; Drum Instruction 10 min; Call and Response

			10 min; Telephone 10 min; Layering in 10 min; feedback/wrap 10 min.
11/16/07	30min	Post-session	Social time, refreshments, clean up.
11/16/07	30min	Reflection	Personal reflection/discussion w/GH/internship admin.
11/20-11/21/07	30min	Correspondence	Email w/GH. Cancel weekly session due to Thanksgiving
11/20-11/25/07	1hr	Promotion	Flyers, advertise to choir, inclusion in church bulletin, mention during church announcements for following week.
11/27/07	15min	Correspondence	Email w/GH to discuss next session.
11/29/07	30min	Prep	Plan & develop session activities
11/30/07	30min	Prep – Session	Arrived to set up room and greet guests.
11/30/07	30min	Prep – Personal	Personal time to mentally prepare
11/30/07	1.5hr	Session 3	Intro 5 min; Meditation: Breathing/Biofeedback/ Guided Imagery 10 min; Instruction 15 min; Call and Response 10 min; Telephone 10 min; Improve 15 min Layering in 15 min; feedback/wrap 10 min.
11/30/07	30min	Post-session	Social time, refreshments, clean up.
11/30/07	30min	Reflection	Personal reflection and internship admin.
12/1/07	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
12/3/07	15min	Correspondence	Email w/GH. Cancel weekly session due to illness.
12/8/07	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
12/10-12/13/07	30min	Correspondence	Email w/GH to discuss next session.
12/13/07	1hr	Rehearsal	w/Beneficent Choir for holiday performance
12/16/07	1hr	Performance	w/Beneficent Choir for holiday performance
12/14/07	15min	Prep	Plan & develop session activities
12/14/07	30min	Prep – Session	Set up room, mentally prepare, and greet guests
12/14/07	1hr	Session 4	Meditation: Breathing 5min; Expression 10 min; Telephone 10 min; Free Improv/ Directed improv 30 min; Feedback/wrap 5 min.
12/14/07	15min	Post-session	Social time, refreshments, clean up.
12/14/07	30min	Reflection	Personal reflection/discussion w/GH/internship admin.
12/15/07	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
12/18-1/3/08	1hr	Correspondence	Email w/GH to discuss program, address miscommunication over missed session, and plan future sessions around holiday season.
12/28/07	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
1/3/08	15min	Prep	Plan session activities.

1/4/08	30min	Prep – Session	Arrived to set up room and greet guests.
1/4/08	30min	Prep – Personal	Personal time to mentally prepare
1/4/08	1hr	Session 5	Intro 5 min; Meditation: Breathing/Biofeedback 5 min; Instruction 5 min; Layering in 10 min, Free Improv/Directed Improv 20 min; Traditional Rhythm 10 min; Feedback/Wrap 5 min.
1/4/08	30min	Post-session	Social time, refreshments, clean up.
1/4/08	30min	Reflection	Personal reflection/discussion w/GH/internship admin.
1/5/08	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
1/7-1/14/08	30min	Correspondence	Email w/GH to discuss next session.
1/9/08	2hs	Workshop	Attended Sacred Gong workshop w/GH and discussed experience afterwards related to D.R.U.M.
1/15/08	15min	Prep	Plan session activities.
1/16/08	30min	Prep – Session	Set up room, mentally prepare, greet guests.
1/16/08	1hr	Session 6	Mediation: Breathing/Biofeedback/Imagery 10 min; Layering in 10 min. Traditional Rhythm 30 Min; Feedback/Wrap 10 min.
1/16/08	15min	Post-session	Clean up
1/16/08	15min	Reflection	Personal reflection/discussion w/GH/internship admin.
1/17/08	1hr	Rehearsal	w/Beneficent Choir for MLK service.
1/19/08	15min	Promotion	Inclusion in church bulletin, mention during church announcements for following week.
1/20/08	1hr	Performance	w/Beneficent Choir for MLK service.
1/21/08	15min	Correspondence	Email w/GH to discuss next session.
1/22/08	15min	Prep	Plan session activities.
1/23/08	30min	Prep - Session	Set up room, mentally prepare, greet guests.
1/23/08	1hr	Session 7	Meditation: Silence 5 min; Traditional Rhythm 40 min; Layering in 10 min; Feedback/Wrap 5 min
1/23/08	15min	Post-session	Clean up
1/23/08	15min	Reflection	Personal reflection/discussion w/GH/internship admin.
1/28-2/11/08	1hr	Correspondence	Email w/GH to discuss program, scheduling conflicts, and future sessions.
2/9/08	30min	Promotion	Inclusion in church bulletin, mention during church announcements for following week.
2/13/08	30min	Prep	Plan session activities.
2/14/08	30min	Prep - Session	Set up room and greet guests.
2/14/08	30min	Prep – Personal	Mentally prepare for session
2/14/08	1hr	Session 8	Intro 5 min; Meditation: Breathing/Biofeedback/ Guided Imagery 5 min; Instruction 5 min;

			Telephone 5 min; Layering in 10 min; Traditional Rhythm 15 min; Free/Directed Improv 10 min; Feedback/ Wrap 5 min.
2/14/08	30min	Post-session	Social time, refreshments, clean up.
2/14/08	15min	Reflection	Personal reflection and internship admin.
2/16/08	15min	Promotion	Inclusion in church bulletin, mention during church announcements for following week.
2/20/08	15min	Correspondence	Email w/GH to discuss next session.
2/21/08	15min	Prep	Plan session activities.
2/21/08	30min	Prep – Session	Set up room and greet guests.
2/21/08	15min	Prep – Personal	Mentally prepare for session
2/21/08	1hr	Session 9	Meditation: Breathing/Chakra 5 min; Telephone 10 min; Free/Directed Improv 15min; Traditional Rhythm 25min; Feedback/Wrap 5 min
2/21/08	30min	Post-session	Social time, refreshments, clean up.
2/21/08	30min	Reflection	Personal reflection/discussion w/GH/internship admin.
2/23/08	30min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
2/25/08	15min	Correspondence	Email w/GH to discuss next session.
2/26/08	15min	Prep	Plan session activities.
2/27/08	30min	Prep – Session	Set up room and greet guests.
2/27/08	15min	Prep – Personal	Mentally prepare for session
2/27/08	1.5hr	Session 10	Meditation: Breathing/Silence 5 min; Expression 10 min; Free/Directed Improv 20min; Traditional Rhythms 45 min. Feedback/Wrap 10 min.
2/27/08	15min	Post-session	Social time, refreshments, clean up.
2/27/08	15min	Reflection	Personal reflection and internship admin.
3/1/08	15min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
3/3-3/5/08	30min	Correspondence	Email w/GH to discuss next session.
3/5/08	30min	Prep	Plan session activities.
3/6/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
3/6/08	1hr	Session 11	Intro 5 min; Meditation: Breathing, Imagery 5 min; Instruction 5 min; Call and Response 10 min; Telephone 10 min; Layering in 10 min; Free/Directed Improv 10 min; Feedback/Wrap 5 min.
3/6/08	30min	Post-session	Social time, refreshments, clean up.
3/6/08	15min	Reflection	Personal reflection and internship admin.
3/10-3/15/08	30min	Correspondence	Email with GH to cancel session, and discuss future sessions.
3/15/08	15min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
3/20/08	15min	Prep	Plan session activities.

3/20/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
3/20/08	1hr	Session 12	Meditation: Silence; Call and Response 10 min; Free/Directed improv 20 min; Traditional Rhythm 20 min; Feedback/wrap 10 min.
3/20/08	15min	Post-session	Clean up
3/20/08	15min	Reflection	Personal reflection and internship admin.
3/22/08	15min	Promotion	Flyers, inclusion in church bulletin, mention during church announcements for following week.
3/24/08	15min	Correspondence	Email w/GH to discuss future sessions.
3/26/08	15min	Prep	Plan session activities.
3/26/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
3/26/08	1.5hr	Session 13	Meditation: Breathing/Biofeedback/Imagery 10 min; Layering in 20 min; Free/Directed improve 20min; Traditional Rhythm 30min; Feedback/ Wrap 10 min.
3/26/08	15min	Post-session	Clean up
3/26/08	15min	Reflection	Personal reflection and internship admin.
3/29/08	30min	Promotion	Change to monthly schedule. Flyers, inclusion in church bulletin, mention during church announcements for following Month.
3/31/08	15min	Correspondence	Email w/GH to discuss future sessions.
4/3/08	15min	Prep	Plan session activities.
4/3/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
4/3/08	1hr	Session 14	Meditation: Silence 5min; Free/Directed Improv 15 min; Traditional Rhythms 35min; Feedback/ Wrap 5min.
4/3/08	15min	Post-session	Clean up
4/3/08	15min	Reflection	Personal reflection and internship admin.
4/7-4/14/08	30min	Correspondence	Email w/GH to discuss future sessions.
4/17/08	15min	Prep	Plan session activities.
4/17/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
4/17/08	1hr	Session 15	Meditation: Breathing 5min; Layering in 15 min; Traditional Rhythms 35min; Feedback/Wrap 5min.
4/17/08	15min	Post-session	Clean up
4/17/08	15min	Reflection	Personal reflection and internship admin.
4/17/08	1hr	Rehearsal	w/Beneficent Choir for Earth Day service
4/20/08	1hr	Performance	w/Beneficent Choir for Earth Day service
4/21/08	15min	Correspondence	Email w/GH to discuss future sessions.
4/24/08	15min	Prep	Plan session activities.
4/24/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
4/24/08	1hr	Session 16	Introduction 5min; Meditation: Breathing 5min; Instruction 5min; Telephone 15 min; Free/Directed Improv 25 min; Feedback/ Wrap 5min.

4/24/08	15min	Post-session	Social time, refreshments, clean up.
4/24/08	15min	Reflection	Personal reflection and internship admin.
4/26/08	30min	Promotion	Inclusion in church bulletin, mention during church announcements for upcoming Month.
4/28/08	15min	Correspondence	Email w/GH to discuss future sessions.
5/1/08	15min	Prep	Plan session activities.
5/1/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
5/1/08	1hr	Session 17	Meditation: Breathing, biofeedback, image 10min; Call and Response 10 min; Layering in 10 min; Free/Directed Improv 10 min; Traditional Rhythm 15min; Feedback/ Wrap 5min.
5/1/08	15min	Post-session	Social time, refreshments, clean up.
5/1/08	15min	Reflection	Personal reflection and internship admin.
5/2-5/19/08	30min	Correspondence	Email w/GH to cancel next session due to finals and discuss future sessions.
5/22/08	15min	Prep	Plan session activities.
5/22/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
5/22/08	1hr	Session 18	Introduction 5min; Meditation: Breathing, biofeedback 5min; Instruction 5min; Call and Response 15 min; Telephone 10 min; Free/Directed Improv 15 min; Feedback/ Wrap 5min.
5/22/08	30min	Post-session	Social time, refreshments, clean up.
5/22/08	15min	Reflection	Personal reflection and internship admin.
5/26/08	15min	Correspondence	Email w/GH to discuss future sessions.
5/29/08	15min	Prep	Plan session activities.
5/29/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
5/29/08	1hr	Session 19	Meditation: Breathing, Imagery 5min; Layering in 15 min; Telephone 10 min; Free/ Directed Improv 10 min; Traditional Rhythm 15min; Feedback/ Wrap 5min.
5/29/08	15min	Post-session	Clean up.
5/29/08	15min	Reflection	Personal reflection and internship admin.
5/31/08	30min	Promotion	Inclusion in church bulletin, mention during church announcements for upcoming Month.
6/2/08	30min	Correspondence	Email w/GH to discuss new schedule, future sessions.
6/6/08	15min	Prep	Plan session activities.
6/6/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
6/6/08	1hr	Session 20	Meditation: Breathing, Silence 5min; Call and Response 10 min; Free/ Directed Improv 30 min; Traditional Rhythm 10min; Feedback/ Wrap 5min.
6/6/08	15min	Post-session	Clean up.
6/6/08	15min	Reflection	Personal reflection and internship admin.
6/9/08	15min	Correspondence	Email w/GH to discuss future sessions.

6/13/08	30min	Prep – Session	Set up room, mentally prepare, and greet guests.
6/13/08	1hr	Session 21	Meditation: Silence 5min; Free/ Directed Improv 15 min; Traditional Rhythm 35min; Feedback/ Wrap 5min.
6/13/08	15min	Post-session	Clean up.
6/13/08	15min	Reflection	Personal reflection and internship admin.
6/16-6/23/08	30min	Correspondence	Email w/GH to cancel next session due to family issues and discuss future sessions.
6/27/08	15min	Prep – Session	Set up room, mentally prepare, and greet guests.
6/27/08	1hr	Session 22	Meditation: Breathing 5min; Layering in 15 min; Traditional Rhythm 35min; Feedback/ Wrap 5min.
6/27/08	15min	Post-session	Clean up.
6/27/08	15min	Reflection	Personal reflection and internship admin.
6/28/08	30min	Promotion	Inclusion in church bulletin, mention during church announcements for upcoming Month.
6/30/08	15min	Correspondence	Email w/GH to cancel next session for 4 th of July and discuss future sessions.
7/10/08	1hr	Rehearsal	w/Beneficent Choir for Pride Service
7/11/08	15min	Prep – Session	Set up room, mentally prepare, and greet guests.
7/11/08	1hr	Session 23	Meditation: Breathing, Biofeedback 5min; Free/ Directed Improv 10 min; Layering in 10 min; Traditional Rhythm 30min; Feedback/ Wrap 5min.
7/11/08	15min	Post-session	Clean up.
7/11/08	15min	Reflection	Personal reflection and internship admin.
7/13/08	1hr	Performance	w/Beneficent Choir for Pride Service
7/14-7/28/08	15min	Correspondence	Email w/GH to cancel next 2 sessions for vacation/conflicts and discuss future sessions.
8/1/08	15min	Prep – Session	Set up room, mentally prepare, and greet guests.
8/1/08	1hr	Session 24	Meditation: Breathing, Silence 5min; Free/ Directed Improv 10 min; Traditional Rhythm 40min; Feedback/ Wrap 5min.
8/1/08	15min	Post-session	Clean up.
8/1/08	15min	Reflection	Personal reflection and internship admin.
8/4-8/15/08	15min	Correspondence	Email w/GH to cancel next 2 sessions for conflicts and discuss future sessions.
8/25/08	1hr	Meeting	W/GH to conclude program due to consistent summer schedule conflicts of group, discuss program and overall experience.

101 Hours Total

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