

COURSE SYLLABUS
MUSI 2338.01
INTRODUCTION TO MUSIC THERAPY
3 CREDIT HOURS
FALL, 2017

Location: Room 219, Music Building
Meeting time: 9:30-10:50, Tuesday, Thursday
Instructor: Marcus Hughes, MM, MT-BC, LMT
Office: TBA
Phone: TBA
E-mail: mhughes@shsu.edu
Office Hours: TBA

Course Description

Introduction to Music Therapy is a survey of the role of music as therapy in a variety of settings, including but not limited to educational, psychiatric, medical, neurologic, nursing, and correctional settings. Introductions to philosophies of treatment and music therapy research literature are also given. No prerequisites. Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, review of written material/text, exams, and assignments related to behavioral observation and analysis of research literature.

Course Objectives

- I. To stimulate thinking concerning the influence of music on behavior as evidenced by discussions of personal music experiences.
- II. To understand the potentials, limitations, and problems of exceptional individuals, the causes and symptoms of major exceptionalities, and basic terminology used in diagnosis and classification
- III. To gain introductory knowledge of accepted methods of major therapeutic approaches
- IV. To observe the use of music with multiple populations with disabilities and realize the purpose, intent, and function of music therapy for these populations
- V. To learn basic research methods and appropriate interpretation of professional music therapy research literature
- VI. To document research trends in music therapy
- VII. To develop specific skills in observational recording of human behavior
 - a. Pinpointing specific behaviors
 - b. Observing and recording individual, group, and personal behaviors across time
- VIII. To demonstrate the ability to plan and conduct a therapeutic music intervention within a small group

AMTA Professional Competencies

The previous Course Objectives correspond directly to specific competencies as outlined by the American Music Therapy Association. Those professional competencies are outlined below:

7. Therapeutic Applications

7.1 Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.

7.2 Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications

8. Therapeutic Principles

8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches.

10. Foundations and Principles

Apply basic knowledge of:

10.1 Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.

10.2 Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.

10.5 Philosophical, psychological, physiological, and sociological basis of music as therapy.

11. Client Assessment

11.2 Observe and record accurately the client's responses to assessment.

12. Treatment Planning

12.1 Select or create music therapy experiences that meet the client's objectives.

12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.

17. Professional Role/Ethics

17.1 Interpret and adhere to the AMTA Code of Ethics.

17.2 Adhere to the Standards of Clinical Practice.

17.3 Demonstrate dependability: follow through with all tasks regarding education and professional training

17.6 Meet deadlines without prompting.

17.7 Express thoughts and personal feelings in a consistently constructive manner

17.10 Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.

17.12 Adhere to all laws and regulations regarding the human rights of clients, including confidentiality.

17.14 Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice.

20. Research Methods

20.1 Interpret information in the professional research literature.

20.2 Demonstrate basic knowledge of the purpose and methodology of historical, quantitative, and qualitative research.

Textbook

Davis, W.B., Gfeller, K.E. & Thaut, M.H. (2008). *An Introduction to Music Therapy: Theory and Practice*, (3rd ed.), Silver Spring, MD: American Music Therapy Association, Inc. It is the student's responsibility to obtain course materials by the second class day.

Exceptions regarding due dates will NOT be granted to students who fail to purchase textbooks on time.

Do not use an older edition of this book. The third edition added several chapters worth of the material, which are not present in the previous editions of the book, that are necessary for this course.

Attendance Policy

Regular attendance is expected of all students. Assignments due during one's absence should be submitted in advance when possible or as soon after the student's return as is feasible. Follow professional job procedures. Assignments submitted following unexcused absences will be considered late and penalized or not accepted. All absences must be documented prior to class (when feasible) by means of a phone call or email to the professor. Leave a message on voice mail, if necessary. Please understand that this documentation does not by any means guarantee an excused absence, but without such notification, a written doctor's notice, or a funeral notice, all absences will be considered unexcused. Consideration for make-up assignments will be given on the basis of documentation for an excused absence.

Excessive absences, tardiness, or leaving early will adversely affect the student's grade. ***Tardiness will be documented as an absence; a student may request exception to this at the end of the class period for which he or she was tardy. Exception will be at the professor's discretion. Leaving class before dismissal may also be counted as an absence. Students will be allowed 2 class absences without penalty. Any unexcused absence over 2 classes will result in final grade reductions of 2 percentage points per absence.***

Assignments

Instruction pages, rubrics, and submission pages will be posted on blackboard for the appropriate assignments with deadlines in accordance with the course schedule. Multiple reminders will **not** be given in class regarding assignment deadlines, so make every effort to stay on top of the time and day that assignments are due. Make sure to also note which assignments are to be printed out and turned in during class and which assignments are to be turned in electronically through blackboard.

- I. Music selection: Recording to be presented in class for purpose of discussion.
- II. Assigned readings: See Academic Calendar.
- III. Exams: 2 written exams over material from Davis, Gfeller, & Thaut along with supplemental reading materials and 1 final exam that will be in an in-person 1-on-1 interview format.
- IV. Observation assignments (to be completed in social, educational, or therapeutic setting – **must be typed**)
Use given format
 - a. Anecdotal - one five minute anecdotal recording, obvious, observable and measurable behaviors only
 - b. Event - two event recordings for at least 15 minutes each; choose two of the following:
 - i. One person, One behavior
 - ii. One person, Two behaviors
 - iii. Two people, One behavior
 - c. Duration - one duration recording lasting at least twenty minutes
- V. Music Therapy Intervention Workshop:
 - (1) Typed plan in designated format (ONE PAGE: one copy per student and one presented to the instructor)
Use given format
 - (2) Demonstration of intervention in class: **10 minutes per demonstration**
- VI. Research Article Summary (verbal summaries to be presented in class and written summaries on designated forms): **Use given format**
 - a. Students will choose 2 articles from a provided list of articles selected from the last 5 years of music therapy research (either from the *Journal of Music Therapy* or *Music Therapy Perspectives*) and type up a 3 paragraph summary of the most important information from the article.
- VII. Definition Paper: One to two typed pages (double-spaced) presenting your definition of Music Therapy as derived from the content of this class. **Use given APA template**
- VIII. Self-Observation Project (Scholarly, typed report/complete format to be presented in class): **Use given format**
A Purpose - B Pinpoint - C Recording Procedure - D Raw Data - E Graphed Data - F Evaluation G Discussion
 - (1) Students will type and submit a proposal including: a description of purpose, a defined pin-point behavior, the intended recording procedures, and plan for recording including an example data sheet. The instructor **MUST** approve the plan proposal before students can start recording the behavior or receive a grade for the final report.
 - (2) Students will record the approved behavior followed their approved plans for a **minimum** of 14 days, and upon completion will type up and submit a report (as designated) graphing and analyzing the data results.

Grading Plan

All assignments are due to be turned in electronically via blackboard or printed and turned in during class at the time and due date as indicated for each assignment on the Academic Calendar. Assignments handed in after the designated time are considered one academic day late. As a late submission, a minimum of (20) percent will be deducted from the assignment grade for each academic day (Monday – Friday) it is late. **A maximum of three (3) extra credit points may be added to the final grade for students who observe a board certified music therapist OR observe sessions in the on-campus clinic during the semester.** These students will be required to present an oral report to the class as well as a written report to the instructor. Points given will be based on quality and effort. Observations receiving credit in other courses will NOT qualify for extra credit.

Students who cannot complete course requirements will receive a grade of F. Exceptions may be granted and incomplete (X) grades given with proper documentation in the case of severe health emergencies or death in the immediate family. Grades will be posted using the university system by the date specified in the university class schedule. Students may review or discuss grades with the instructor at any time.

Grade points will be earned as follows:

| Assignment | Points | Late Points Deducted | Actual |
|---|-------------------|-----------------------------------|--------|
| I. Music Example | 3 | 50%/class day | _____ |
| II. Exam 1 | 15 | * * * * * | _____ |
| III. Exam 2 | 15 | * * * * * | _____ |
| IV. Observation Reports (4 reports x 3 pts. each) | 12 | 20% per weekday per assignment | _____ |
| V. Intervention Workshop | 10 | | _____ |
| a. Typed plan (5) | | 50% per class day | |
| b. Intervention demo (5) | | 50% per class day | |
| VI. Research Article Summaries (2 summaries X 5 points each) | 10 | 50% per class day | _____ |
| VII. Definition Paper | 10 | 50% per class day | _____ |
| VIII. Self-Observation Project | 10 | 20% per weekday | _____ |
| IX. Final Exam | 15 | * * * * * | _____ |
| TOTAL | 100 Points | | _____ |

*** The syllabus quiz does not hold a point value towards your overall grade, but no grades will be given for any subsequent assignments until the quiz is turned in completed and fully correct.

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 60

Students with Disabilities

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. In order to receive such accommodations, students with disabilities must register with the SHSU Counseling Center and request help from the instructor. All disclosures of disabilities will be kept strictly confidential.

Writing Assistance

The Sam Houston Writing Center, located in Wilson 114, is open Monday-Thursday from 8 a.m. until 7 p.m., Friday from 8 a.m. to 3 p.m., and Sunday from 2 p.m. to 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. You can drop by to work with a tutor or call (936) 294-3680 to schedule an appointment.

Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examinations or complete an assignment from which the student is excused within a reasonable time after the absence. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester. The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellphones must not be out during class. Use of computers or other electronic devices outside of in class presentations during class must be approved by the instructor at the beginning of the semester. Any exceptions must have written approval of the professor and will require seating at the front of the class.** Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom

Unannounced visitors to class must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. Students must ask permission prior to class before a visitor will be allowed.

INTRODUCTION to MUSIC THERAPY
MUSI 2338.01
Fall, 2017

Tentative Academic Calendar

AUGUST

- 24 Overview/Orientation/ Review of Syllabus
Influence of Music on Behavior- **Music examples assigned**
- 29 Music Preference/Response Experience: Recorded selections
- 31 Presentation and discussion of music examples
DUE: Music example due in class

SEPTEMBER

- An overview of music therapy**
- 5 What is music therapy?
DUE: Reading in MT – Chapters 1
- 7 A historical perspective of music therapy
DUE: Reading in MT – Chapter 2
- 12 Music: A human phenomenon and therapeutic tool
DUE: Reading in *MT* - Chapter 3
- Populations and settings served by music therapists (Part 1)**
- 14 Music therapy and intellectual disabilities
DUE: Reading in MT – Chapter 4
- 19 Music therapy and autism
DUE: Reading in MT – Chapter 5
- 21 Music therapy and physical disabilities
DUE: Reading in MT – Chapter 6
EXAM STUDY GUIDE: Chapters 1-6, 13-14
- 26 Music therapy and sensory disorders
Music therapy in special education
DUE: Reading in MT – Chapter 13 & 14
- 28 **EXAM: Chapters 1-6, 13-14 (*MT*: Davis, Gfeller, & Thaut)**

OCTOBER

- Populations and settings served by music therapists (Part 2)**
- 3 Music therapy and elderly populations
DUE: Reading in MT – Chapter 7
- 5 Music therapy and behavioral/emotional disorders
Music therapy and correctional psychiatry
DUE: Reading in *MT* - Chapters 8 & 9
- 10 Music therapy in neurologic rehabilitation
DUE: Reading in *MT* - Chapter 10
- 12 Music therapy in medicine
DUE: Reading in *MT* – Chapter 11

- 17 Guest Lecturer- Grant Howarth, MT-BC, Heart to Heart Hospice
Music Therapy in hospice and palliative care
DUE: Reading in *MT* - Chapter 12
- 19 **Professional issues in music therapy**
The Music Therapy treatment process
DUE: Reading in *MT* - Chapters 15
EXAM STUDY GUIDE: Chapters 7-12, 15-16
- 24 The role of research in Music Therapy
DUE: Reading in *MT* - Chapter 16
Discussion: Music Therapy Research Article Summaries
- 26 **EXAM: Chapters 7-12, 15-16 (*MT*: Davis, Gfeller, & Thaut)**
- 31 Discussion: Self-observation plan proposal/ project; Anecdotal recording; Intervention Workshop;
Definition Paper; Event recording; Duration recording

NOVEMBER

- 2 Continue Discussion: Intervention Workshop; Definition Paper; Event recording; Duration recording
DUE: Self-Observation Project Plan Proposal on blackboard by 11:59 p.m.
DUE: Anecdotal recording on blackboard by 11:59 p.m.
- 7 TBA
- 9 No Class: 2017 AMTA National Conference- St. Louis, Missouri
Intervention Workshop Planning/Rehearsal Day
- 13 **DUE: Research article summaries on blackboard by 11:59 p.m.**
- 14 Research discussion & presentation of research article summaries
- 16 Intervention Demonstrations
DUE: Event recordings on blackboard by 11:59 p.m.
DUE: Intervention Plan of presenters due in class.
- 21 Intervention Demonstrations
DUE: Duration recordings on blackboard by 11:59 p.m.
DUE: Extra Credit Reports with Observation Contract on blackboard by 11:59 p.m.
- 23 No Class: Thanksgiving Break
- 27 **DUE: Definition Paper on blackboard by 11:59 p.m.**
- 28 Presentation of Definition Papers
- 29 **DUE: Self-observation project on blackboard by 11:59 p.m.**
- 30 Presentation of Definition Papers (concluded)
Discussion of self-observation projects
Preparation for Final Exam

FINAL EXAM: TBA