

**COURSE SYLLABUS**  
**MUSI 4395.01**  
**MUSIC THERAPY TECHNIQUES II**  
**3 Credit Hours**  
**Fall, 2017**

**Location:** Room 219, Music Building  
**Meeting time:** 10:00 – 11:00 am, Monday, Wednesday, Friday  
**Instructor:** Karen Miller  
**Office:** Studio 316, Music Building  
**Phone:** (936)294-1376  
**E-mail:** karenmiller@shsu.edu  
**Office Hours:** Mondays 3:00-4:00pm  
                          Tuesdays 2:00-3:00pm  
                          Wednesdays 3:00-4:00pm  
                          Thursdays 2:00-3:00pm  
                          Fridays 1:00-2:00pm  
                          Other hours available by appointment.

**Course Description**

Music Therapy Techniques II is a study of music therapy procedures used with individuals in aging adult settings and psychiatric settings and an examination of issues concerning the use of music therapy within these populations.

Prerequisite: MUSI 3365. MUSI 4110 must be taken concurrently.

Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, review of written material/texts, exams, written assignments, and assignment of a formal research presentation.

**Course Objectives**

- I. To facilitate the following:
  - A. Factual knowledge related to the populations and approaches studied
  - B. Knowledge of fundamental principles, generalizations, or theories
  - C. Clearer understanding of, and commitment to, personal values
  - D. Ability to analyze and critically evaluate ideas, arguments, and points of view
  - E. Development of specific skills, competencies, and points of view needed by professional music therapists
- II. To stimulate thinking concerning psychiatric populations and those in aging adult settings.
- III. To develop working knowledge of common diagnoses, issues, therapeutic goals, and treatment techniques related to psychiatric and older adult populations.
- IV. To become familiar with accepted methods and major philosophies/approaches of psychiatric treatment and to demonstrate the ability to analyze logically and choose alternatives consistent with a personal value orientation.
- V. To further understand the dynamics and processes of the therapist-client relationship and of therapy groups and to use those dynamics and processes toward the accomplishment of therapeutic goals.
- VI. To develop ability to use oneself effectively in the therapist role through appropriate verbal and nonverbal skills.
- VII. To demonstrate competency in applying techniques in music therapy sessions for specific psychiatric and older adult populations, including methods of assessment, treatment planning, therapy implementation, evaluation, documentation, and termination.
- VIII. To research, organize, write and present a professional paper focused on a target population found in a music therapy setting

While additional American Music Therapy Association Professional Competencies may be developed and demonstrated during this course, the following will be specifically addressed:

- 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.
- 7.3 Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)
- 8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.
- 8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups.
- 8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches.
- 9.1 Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.
- 9.2 Establish and maintain interpersonal relationships with clients and team members that are appropriate and conducive to therapy
- 9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.
- 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.
- 10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.
- 11.1 Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development.
- 11.2 Observe and record accurately the client's responses to assessment.
- 11.3 Identify the client's functional and dysfunctional behaviors.
- 11.4 Identify the client's therapeutic needs through an analysis and interpretation of assessment data.
- 11.5 Communicate assessment findings and recommendations in written and verbal forms.
- 12.2 Formulate goals and objectives for individual and group therapy based upon assessment findings.
- 12.3 Identify the client's primary treatment needs in music therapy.
- 12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.
- 13.2 Provide music therapy experiences that address assessed goals and objectives for populations specified in the Standards of Clinical Practice.
- 13.5 Utilize therapeutic verbal skills in music therapy sessions.
- 13.6 Provide feedback on, reflect, rephrase, and translate the client's communications.
- 18.1 Demonstrate a basic understanding of professional roles and duties and develop working relationships with other disciplines in client treatment programs.
- 20.1 Interpret information in the professional research literature.
- 20.3 Perform a data-based literature search.
- 20.4 Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.

### **Field Experience Correlate**

Students are to enroll for one (1) credit of field experience, i. e., MUSI 4110 - PRACTICUM, as a correlate to this course. The content of this course and the field experience course will be interrelated so as to increase the probability of students applying knowledge of techniques within "real life" experiences.

## Textbooks

### REQUIRED

- I. Belgrave, M. et al. (2011). *Music Therapy and Geriatric Populations: a handbook for practicing music therapists and healthcare professionals*, Silver Spring, MD: AMTA
- II. McGowin, D.F. (1995). *Living in the Labyrinth*, San Francisco: Elder Books
- III. Corsini, R.J. and Wedding, D. (2010). *Current Psychotherapies*, 10th edition, Belmont, CA: Brooks/Cole
- IV. Darrow, A.A. (Ed.). (2008). *Introduction to Approaches in Music Therapy*, 2<sup>nd</sup> ed. Silver Spring, MD: AMTA
- V. Cassity, M.D. and Cassity, J.E. (2006). *Multimodal Psychiatric Music Therapy for Adults, Adolescents, and Children*, 3rd ed., London: Jessica Kingsley Publishers
- VI. Standley, J.M. (2007). *Music Techniques in Therapy, Counseling, and Special Education*, 3rd Ed., Silver Spring, MD: AMTA (for use in MUSI 4110)

### RECOMMENDED

- I. Clair, A.A. and Memmott, J. (2008). *Therapeutic Uses of Music with Older Adults*, 2<sup>nd</sup> ed. Silver Spring, MD: AMTA
2. Thaut, M.H. and Unkefer, R.F. (2005). *Music Therapy in the Treatment of Adults with Mental Disorders: theoretical bases and clinical interventions*, updated ed., Gilsum, NH: Barcelona Publishers

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.

## 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 an e-mail or phone call 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. Appointments for missed playing assignments must be made with the professor within one week following the assignment's due date. Consideration for make-ups will be given on the basis of documentation for an excused absence.

***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. Excessive absences, tardiness, or leaving early will adversely affect the student's grade. Students will be allowed 3 class absences without penalty. Any unexcused absences over 3 classes will result in final grade reductions of two (2) percentage points per absence.***

## Assignments

- I. Assigned readings
- II. Class discussions and peer feedback
- III. Demonstration of interventions appropriate for psychiatric and aging adult populations
- IV. Written synopsis of DSM V criteria for specific diagnoses presented in class
- V. BASIC ID assessment performed on self or peer and summarized in specified format
- VI. Reaction paper: A one or two page TYPED paper expressing your personal reaction to the book by McGowin
- VII. Written Examinations: 1 – Older Adults, Psychiatric Assessment  
2 – 4 Corsini, Darrow  
5 – Final
- VIII. Formal presentation and research paper – work in groups of 2-3

- a. Presentation (See Academic Calendar and handouts given in class)
- b. Research Paper
  - i. Paper should be written in APA style
  - ii. Content of paper should incorporate music therapy applications *based on JMT, MTP, and scientific journals outside the field of music therapy*; include APA style citations within paper
  - iii. Include a Reference List in APA style
  - iv. Length of paper: 7 – 10 pages double-spaced (NOT including Reference List)
  - v. Grammatical, punctuation, spelling, word-processing errors are UNACCEPTABLE
- IX. Music Therapy Guest Lecture Attendance
- X. American Music Therapy Association Conference attendance (recommended)

### Grading Plan

All assignments are due at class time of the due date indicated on the Academic Calendar. Assignments handed in after class on the due date are considered one academic day late. A minimum of ten (20) percent will be deducted for each academic day (Monday – Friday) late. Your total number of points will determine your final grade.

No extra credit will be given. 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:

<u>Assignment</u>	<u>Points</u>	<u>Late Points Deducted</u>	<u>Actual</u>
I. Intervention demos (2)	10	Not accepted late Not accepted late	(1) _____ (2) _____
II. BASIC ID	5	20% per day	_____
III. Formal presentation .	10	20% per day	_____
IV. Research paper	10	20% per day	_____
V. Diagnostic synopsis	5	50% per day	_____
VI. Reaction paper	5	20% per day	_____
VII. Examinations (4)	40	* * * * *	(1) _____ (2) _____ (3) _____ (4) _____
VIII. Final Exam	<u>15</u>	* * * * *	_____
TOTAL	100 POINTS		_____

### Grading Scale:

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. Use of cellular telephones, computers, and other electronic devices during class is prohibited; any individual exception will be at the instructor's discretion and will be documented. 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.

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**MUSI 4395**  
**Fall, 2017**  
**Tentative Academic Calendar**

<u>Date</u>	<u>Assignment</u>
AUG 23	Overview Schedules assigned (due today: 4:00pm lab)
AUG 25	Review of psychiatric diagnoses, characteristics – DSM V Diagnostic/medication synopsis assigned Lecture Recital discussion
AUG 28	Review of psychiatric diagnoses, cont. <b>DUE: Diagnostic/medication synopsis</b>
AUG 30	Discussion: Psychiatric Music Therapy assessment <b>DUE: Cassity, Chapters 1&amp; 2</b>
SEPT 1	Psychiatric music therapy assessment, cont. BASIC ID assigned Lecture Recital updates <b>DUE: Lecture Recital partners and topics</b>
SEPT 4	<b><i>No Class: Labor Day Holiday</i></b>
SEPT 6	Discussion: Multimodal MT Treatment, Acute Mental Health Care <b>DUE: Corsini, Contemporary Challenges and Controversies</b>
SEPT 8	Discussion: MT Techniques in Acute Mental Health Care <b>DUE: BASIC ID</b>
SEPT 11	Discussion: MT Techniques in Acute Mental Health Care Feedback on BASIC ID's
SEPT 13	Discussion: Music Therapy with Older Adults, Dementia <b>DUE: Belgrave, Chapters 1-2</b> Reaction paper assigned <b>Begin reading <i>Living in the Labyrinth</i></b>
SEPT 15	Discussion: Music Therapy and Dementia <b>DUE: Belgrave, Chapter 3</b>
SEPT 18	Problem Behaviors of Older Adults Stress and Pain Management with Older Adults, MAR <b>DUE: Belgrave, Chapters 4-6</b>
SEPT 20	Discussion: MT for Physical Wellbeing, Health and Wellness <b>DUE: Belgrave, Chapters 7-9</b> Intervention demonstrations assigned – older adults

SEPT 22	Discussion: MT for Health and Wellness, cont. MT in Intergenerational Programming <b>DUE: Belgrave, Chapters 10-12</b> Review for exam
SEPT 25	Exam 1 - Cassity, Belgrave et al
SEPT 27	Review of exam 1 <b>Intervention demos – older adults</b> <b>DUE: Reaction papers, <i>Living in the Labyrinth</i></b>
SEPT 29	<b>Intervention demos – older adults</b>
OCT 2	<b>DUE: Corsini, Intro</b>
OCT 4	<b>DUE: Corsini, Psychoanalytic Psychotherapies</b>
OCT 6	<b>DUE: Darrow, Psychodynamic Approach to Music Therapy</b>
OCT 9	<b>DUE: Corsini, Adlerian Psychotherapy</b>
OCT 11	<b>DUE: Corsini, Client-Centered Therapy</b>
OCT 13	Corsini: Client-Centered Therapy, cont. Review for exam 2
OCT 16	Exam 2- Corsini and Darrow
OCT 18	<b>DUE: Corsini, Rational-Emotive Behavior Therapy</b> Review of exam 2
OCT 20	Corsini: Rational-Emotive Behavior Therapy, cont.
OCT 23	<b>DUE: Corsini, Behavior Therapy, Cognitive Therapy</b> <b>DUE: Darrow, Behavioral Approach to Music Therapy</b> Review for exam 3
OCT 25	Exam 3 - Corsini and Darrow
OCT 27	<b><i>Regular class canceled</i></b> <b><i>GUEST LECTURES: Dr. Bill Matney (Required Attendance)</i></b> <b><i>9-10:30am Concert Hall</i></b> <b><i>1:00-3:00pm Recital Hall</i></b>
OCT 30	<b>DUE: Corsini, Existential Psychotherapy, Gestalt Therapy</b> Review of exam 3 Intervention demos assigned
NOV 1	Corsini: Gestalt Therapy, cont.
NOV 3	<b>DUE: Corsini, Integrative Psychotherapies, Multicultural Theories</b>
NOV 6	<b>Intervention demos – psychiatric care</b> Lecture Recital/Research Paper Discussion

NOV 8	<b>Intervention demos – psychiatric care</b> Review for exam 4
NOV 10	Exam 4 - Corsini
NOV 13	Lecture Recital: _____ <b>DUE: ALL Research Papers</b>
NOV 15	Lecture Recital: _____ Exam 4 feedback
NOV 17	<b><i>No Class: 2017 AMTA Conference, Kansas City, MO, November 16-19</i></b>
NOV 20	Lecture Recital: _____
NOV 22, 24	<b><i>No Class: Thanksgiving Holiday</i></b>
NOV 27	Lecture Recital: _____
NOV 29	Lecture Recital: _____
DEC 1	Lecture Recital: _____ Preparation for final exam

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FINAL EXAM: Monday, Dec. 4, 10:30-12:30