
Sam Houston State University | School of Music
 Philosophy & Theory of Music Therapy, Fall 2017
MUSI 5068 01 (sub for MUSI 5322), 3 credits | Tuesday 1:00 – 3:50 pm, Music 327

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Office Hours Will be posted following practicum scheduling; by appointment

Description The course will discuss the philosophical and theoretical foundation of the use of music in therapy. Philosophical positions in this course analyze 'music therapy' as a career in professional helping. Characteristics of music therapy research, the nature of scientific evidence in music therapy, and a problem-management and opportunity-development approach to helping individuals through music are addressed. The Socratic method will be used through interactive lecture and discussion

Prerequisites Graduate music therapy students only.

Course Objectives The primary goal of this course is to assist students in **developing specific skills, competencies, and points of view needed by advanced, graduate level, board-certified music therapists.** The following Individual Development & Educational Assessment (IDEA) objectives, and associated course goals, will be addressed:

Essential/Important IDEA Objectives	Course Goals
Develop skill in expressing yourself orally or in writing	Develop and subsequently communicate your personal philosophy of music therapy in clear, scholarly writing and oral discourse
Learn fundamental principles, generalizations, or theories	Demonstrate your knowledge and understanding of various philosophical and theoretical perspectives of music therapy through discussion, writing, and presentation
Learn to apply course material (to improve thinking, problem solving, and decisions)	Develop an increased understanding of how philosophy and theory can inform clinical practice
Learn to analyze and critically evaluate ideas, arguments, and points of view	Demonstrate an understanding of the history, development, issues, challenges, and potentials of music therapy through discussion, presentation, and writing

Competencies While you will likely grow in many varied ways as a result of taking this course, the following are the primary American Music Therapy Association Advanced Competencies we will most directly address:

A. Theory

- 1.1 Apply comprehensive, in-depth knowledge of the foundations and principles of music therapy practice.
- 1.2 Differentiate the theoretical or treatment orientations of current models of music therapy.
- 1.3 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice, supervision, education and/or research.
- 1.4 Identify theoretical constructs from music therapy and related fields that underlie various clinical practices and research approaches.
- 1.5 Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.
- 1.6 Articulate and defend a personal philosophy, approach and/or theory to music therapy.

4.0 Advanced Clinical Skills

- 4.1 Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation.
- 4.4 Understand the dynamics and processes of therapy from a variety of theoretical perspectives.
- 4.5 Utilize the dynamics and processes of various theoretical models in individual, dyadic, family and group music therapy.
- 4.7 Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients' strengths, needs and progress.
- 4.11 Assume the responsibilities of a primary therapist.
- 4.12 Relate clinical phenomena in music therapy to the broader treatment context.

Instructional Seminar-style course with lecture, class discussions and presentations, and creative activities.

Required Texts Bruscia, K. E. (2014). *Defining music therapy* (3rd ed.). New Braunfels, TX: Barcelona Publishers.

Additional readings may be distributed in class, made available through the course's Blackboard site, or placed on hold at Newton Gresham Library. *Exceptions regarding due dates will not be granted to students who fail to purchase the textbooks on time.*

Assignments Due dates for all assignments are indicated in the attached course schedule. Each assignment will be discussed thoroughly in class. *Any assignments handed in beyond the assigned due date at the start of class time will automatically have 50% of the possible points deducted.*

Double-Entry Philosophy Journal: Using Blackboard's "Journal" feature, students will contribute to a personal, online journal related to the week's Bruscia reading assignment. For each reading assignment, students will complete two journal entries: a) an initial entry, due by the start of class as designated in the syllabus; and b) a reflection on entry a, to be completed following the in-class reading discussion/presentation and due by the start of class the following week.

Reading Discussions/Presentations: Over the course of the semester, each student will be responsible for a series of presentations involving weekly reading material. During their presentations, students will "teach" selected concepts from the reading through presentation and class discussion facilitation. Each presentation must include an active or interactive component related to the reading material. Students are expected to present for approximately 45 minutes and to facilitate an interactive component for approximately 30 minutes.

Music Therapy Philosophy Statement: Students will develop and subsequently communicate a personal philosophy of music therapy in clear, scholarly writing.

Music Therapy Philosophy Presentation: Students will communicate their personal philosophy of music therapy, and describe the process of developing said philosophy, during an in-class presentation.

Therapeutic Function of Music Project: Students will select and design a music therapy intervention centered around a particular clinical goal, completing a Therapeutic Function of Music (TFM) Plan to articulate the rationale for each musical element within the intervention. Students will be responsible for completing various steps toward this project throughout the semester, and will present the project in class.

Course Policies

Attendance: 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.

All absences must be documented prior to class (when feasible) by means of a phone call to my office. 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, in-class presentations will be given on the basis of documentation for an excused absence and pending available class time.

Students will be allowed one class absence without penalty. Any unexcused absence over one class will result in final grade reductions of 50 percentage points per absence. Additionally, if you accrue an unexcused 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. Exceptions will be at the professor's discretion.***

Academic Honesty: SHSU expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in academic experiences in and out of the online learning environment. Any student suspected of and/or found guilty of dishonesty in any phase of academic work may be subject to disciplinary action. Examples of academic dishonesty include, but are not limited to, cheating on an examination or other academic work that is to be submitted, plagiarism, collusion, and the abuse of resource materials. Specific to plagiarism, I reserve the right to utilize computer verification software to review all submitted assignments.

Classroom Demeanor: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular telephones and pagers must be turned off before class begins. Use of computers or other electronic devices during class is permitted for taking notes or interacting with in course material only.** Students are prohibited from 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.

Disabilities: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should **register with the SHSU Counseling Center** as soon as possible. Arrangements can then be made to ensure full participation and to facilitate a complete educational opportunity.

Writing Assistance: The SHSU Writing Center, located in Farrington 111, provides free writing assistance to the university community. The Sam Houston Writing Center, located in Farrington 111, provides writing assistance free of charge to SHSU students. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. Call (936) 294-3680 to schedule an appointment. I *highly* recommend you take advantage of this resource!

Copyright Statement: It is a violation of Federal law to copy, duplicate, sell and/or distribute in any manner, including but not limited to the internet, any copyrighted materials authored and/or produced by the course instructor that you view this semester.

Grading Breakdown	Points
Double Entry Philosophy Journal	100 (10 points x 10 double entries)
Reading Presentations	100 (20 points x 5 presentations)
Philosophy Statement	10
Philosophy Presentation	10
TFM Project	30

Grading Scale: Grades will be determined through calculation of percentage earned out of a possible 100%.

90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 and below = F

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Please note: *This schedule is subject to revision at the instructor's discretion.*

<i>Date</i>	<i>In-Class Plan</i>	<i>Readings/Assignments Due</i>
9.5	Class introductions; syllabus review; assign presentations	
9.12	Music therapy theory/philosophy in a historical context; philosophy introduction	Man and Music/Gaston Processes in Music Therapy/Sears <i>Bruscia Introduction</i> <i>Journal entry 1a</i>
9.19	Student 1 Presentation Music therapy theory introduction	Bruscia Ch. 1-3 <i>Journal entry 1b, 2a</i>
9.26	Student 2 Presentation Connecting philosophy, theory, and research	Bruscia Ch. 4-6 <i>Journal entry 2b, 3a</i>
10.3	Student 1 Presentation Review research articles with theoretical lens	Bruscia Ch. 7-9 <i>Journal entry 3b, 4a</i>
10.10	Student 2 Presentation TFM plan introduction; RSMM review	Bruscia Ch. 10-12 <i>Journal entry 4b, 5a</i>
10.17	Student 1 Presentation Select TFM project interventions	Bruscia Ch. 13-15 <i>Journal entry 5b, 6a</i>
10.24	Student 2 Presentation Work on TFM projects	Bruscia 16-18 <i>Journal entry 6b, 7a</i>
10.31	Student 1 Presentation Work on TFM projects	Bruscia Ch. 19-21 <i>Journal entry 7b, 8 a</i>
11.7	Student 2 Presentation Work on TFM projects	Bruscia Ch. 22-25 <i>Journal entry 8b, 9a</i>
11.14	Student 1 Presentation Work on TFM projects	Bruscia Ch. 26-28; Bruscia podcast <i>Journal entry 9b</i>
11.21	Student 2 Presentation Music Therapy Philosophy Presentations	Bruscia Ch. 29 <i>Journal entry 10</i>
11.28	TFM Projects presented in-class	