

COURSE SYLLABUS: MUSI 3118
Practicum in Music Therapy: Special Education
Correlate to Music Therapy Techniques I
1 Credit Hour - Spring 2018

Location: Room 219

Meeting time: 4:00 - 4:50 pm, Wednesday

Instructors:

Instructor	Location	Phone	Email
Marcus Hughes, MM, LMT, MT-BC	Practice Room 8	(936) 294-4008	mhughes@shsu.edu
Karen Miller, MM, MT-BC	Music 316	(936) 294-1376	karenmiller@shsu.edu
Sarah Rossi, MT-BC	AB1 201C	(936) 294-3972	slr020@shsu.edu
Maho Sasaki, MM, MT-BC	Practice Room 8	(936) 294 - 4008	msasaki@shsu.edu

Office Hours: To be determined following scheduling of practicum

Course Description

Supervised pre-clinical experience in community settings; each semester of study is correlated with the population being considered in the corresponding core music therapy course.

Prerequisite: See MUSI 3366 syllabus. MUSI 3366 must be taken concurrently.

Methods of instruction will include hands-on experience observing and providing services for a clinical population, group discussion, intervention demonstrations and role play, self and peer-evaluation, written and verbal feedback from supervisors, and documentation assignments.

Textbooks

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.

Required:

Standley, J.M. (2002). *Music techniques in therapy, counseling, and special education* (2nd ed.). Silver Spring, MD: American Music Therapy Association.

Recommended:

Coleman, K.A. and Dacus, D.N. (1994). *Learning through music, vol. 1 and 2*. Dallas: Prelude Music Therapy

Course Objectives

1. To acquire a realistic understanding and awareness of the needs of various individuals with academic, developmental, physical, and behavioral “differences” as well as the uses of music therapy to meet those needs.
2. To employ acquired skills regarding (1) observation, (2) assessment for measurement and evaluation, (3) specification of functional goals, (4) selection/adaptation/development of appropriate music interventions and other instructional aids necessary to the acquisition of the behaviors of concern, (5) structuring of the music/music interventions with developmentally-sound sequences, and (6) tracking of individual and group progress
3. To discuss practicum experiences with peers, supervisor, and professor for purposes of refining techniques and interventions and for evaluation
4. To develop appropriate verbal skills to relate to others (clients, MT-BCs, staff); to develop use of professional terminology to describe ways that music interventions are structured for therapy
5. To positively impact quality of life within the community by providing services of measurable benefit to the health and well-being of community members

The following are the primary American Music Therapy Association (AMTA) Professional Competencies areas addressed in this course through supervised, first-hand experience:

2. Composition and Arranging Skills
4. Functional Music Skills
6. Movement Skills
9. The Therapeutic Relationship
11. Client Assessment
12. Treatment Planning
13. Therapy Implementation
14. Therapy Evaluation
15. Documentation
16. Termination/Discharge Planning
17. Professional Role/Ethics
18. Interprofessional Collaboration
19. Supervision and Administration

Students are expected to attend all scheduled practicum supervision meetings, practicum lab meetings, and music therapy sessions. Students who accrue unexcused absences will have points deducted from their final grade. Please see the attached “Music Therapy Practicum Policies and Procedures” for specific information regarding practicum attendance.

Assignments

Please see the attached “Music Therapy Practicum Policies and Procedures” for specific information regarding practicum placements and semesters expectations.

The following assignments will be completed and turned in during practicum lab:

Song Sharing: Students will perform a lesser-known children’s song appropriate for therapeutic application, sharing the source.

Best 5 Minutes: Students will present a 5-minute intervention that has proven successful in practicum, or one that holds great potential for success.

Intervention Video Analyses: Students will videotape themselves presenting an in-class music therapy demonstration of an assigned competency task from the Standley text. Following their presentation, students will evaluate their video using Competency Checklist 3 from the Standley book. **All completed evaluations are due at the beginning of the lab class immediately following the date of the presentation. Since self-evaluations are subject to the late policy (see policies and procedures) any self-evaluation turned in one week late will receive a score of “0” points.**

The following assignments pertain to the practicum placement and will be turned in to students' practicum supervisors during the practicum supervision meeting:

Site Contract: Each student will fill out and sign a contract including their on-site supervisor's signature. Each student must submit their own completed and signed site contract.

ABC Recording: Students will obtain data for the ABC Recording during the initial observation session and the ABC Recording should be numbered Session 1 in the practicum log. The ABC recording must consist of BOTH (1) a typed anecdotal section objectively listing behaviors of interest, and (2) an organization of data into a functional analysis (ABC) chart.

Session Plans: A *typed* session plan must be submitted to your practicum supervisor at the beginning of each weekly supervision meeting. Follow the format given by your practicum supervisor. *In all cases*, include objectives established from the assessment report and revise these objectives as necessary. **DO NOT CHANGE OBJECTIVES ON A WEEKLY BASIS.** Formulate challenging objectives that can be addressed over the course of 11 weeks, and revise as appropriate. Specific individualized objectives will be expected ("Alice, Ben, and Carrie will...with...prompts by..."). Include specific procedures to be used to address each objective. PROCEDURES should vary from week to week, with objectives remaining consistent. Should students have a high degree of client turnover, adaptations to the session plan format may be made in consultation with the MT-BC supervisor.

Session Evaluations: A typed session evaluation must be submitted to your practicum supervisor at the beginning of each weekly supervision meeting. Include all goals and objectives established from the assessment as well as specific objective and subjective data regarding progress. Data should be reported separately for each client, tracking individualized response. Follow the format given by your practicum supervisor.

Log: Students will maintain a log of all sessions. The log should contain dividers labeled Session 1, Session 2, and so on. Each session's section should contain the typed session plans and evaluations for that session. Students must complete a session plan and evaluation for each session where the student or the student's partner facilitated an intervention, part of a session, or the entire session. The log will be turned in at the end of the semester. If the student or partner did not facilitate a portion of the session, and/or the session did not take place during a certain week, the student should place a note in the section describing why there is no session plan and/or evaluation for that week. For example, if a student planned to facilitate a session during week 5, but the site canceled the session due to a field trip, the Session 5 section would contain the session plan as well as a note stating: "No session evaluation for this week. Site canceled the session."

Site Evaluations of Practicum Students: Students will give their on-site supervisor an evaluation form to complete at the end of the semester. The form allows the supervisor to evaluate practicum students' skills, professional behavior, etc. These site evaluations are considered as part of the Final Supervisor Evaluations (see below).

Final Site Evaluation: Students will complete a final evaluation of their site.

Assessment and Final Evaluation Reports: A final case study will be included as part of the log. Documentation will involve a **detailed individual assessment** of one client receiving services, to be completed within the first 2-3 practicum sessions, including observation. Individualized objectives should be established in the assessment report, included in all following session plans and evaluations, and evaluated in the final case study. Specific data will be taken on progress. Progress will be graphed where possible. Should students have a high degree of client turnover, adaptations to the final case study should be made in consultation with the MT-BC supervisor. Partners should share the responsibility for all aspects of treatment and documentation according to the structure agreed upon with the supervising MT-BC. **However, each partner must write a SEPARATE assessment and case study.** Though data may be shared, each student should write his report in his own words in order to practice use of professional language and documentations skills.

Other grades:

Students' practicum supervisors will provide weekly feedback and will formally evaluate students' progress toward course objectives at the end of the semester. Students will receive points for the **Final Supervisor Evaluation**.

Grading Plan

All assignments are due at class time of the due date indicated on the Tentative Lab Calendar. Assignments handed in after class on the due date are considered one academic day late. A minimum of twenty (20) percent will be deducted for each academic day (Monday – Friday) late. Thus, assignments turned in the Wednesday (or one week) after their assigned due date receive “0” points. 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:

Assignment	Points	Late Points Deducted	Actual Points Earned
Site contract*	5	20% per day	
ABC Recording*	5	20% per day	
Assessment*	10	20% per day	
Intervention/video analysis	15	20% per day	
Final supervisor evaluation*	20	n/a	
Log*	25	20% per day	
Final case study report*	15	20% per day	
Evaluation of site*	5	20% per day	
Total Possible Points	100		Total:

Final grades are earned according to the following scale:

A	90-100
B	80-90
C	70-80
D	60-70
F	59 - below

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. **Cellular telephones and pagers must be turned off before class begins. Use of computers or other electronic devices during class is strictly prohibited. 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.

Practicum in Music Therapy I: Special Education, MUSI 3118
Correlate to Music Therapy Techniques I
Tentative Lab Calendar – Spring 2018

NOTE: For a successful practicum experience, you will want to refer often to the "Assignments" section of the syllabus as well as to this schedule.

Date <i>(*Class combined with MUSI 4111, Room 201)</i>	Assignment
January 24*	Discussion: course overview; professionalism, resources, partner and location assignment updates First visit instructions, paperwork, ABC review
January 31	Discussion: First visit/session reports Assessment/Case study review and instructions Songs assigned – one lesser-known children’s song with accompaniment/source Syllabus Quiz
February 7	Discussion: Keys to a successful practicum, setting goals and objectives, practicum logs, documentation
February 14	Discussion: tracking client progress Standley - <i>Music Techniques</i> ... Interventions assigned DUE in practicum lab: song sharing
February 21	Song sharing concluded, discussion, role play Best 5 minutes assigned DUE at practicum supervision meeting that occurs between 2/22-2/28: Contracts, ABC Recordings
February 28	Discussion, role play, Standley intervention demonstrations DUE at practicum supervision meeting that occurs between 3/1-3/7: Assessment Reports
March 7	Discussion, role play, intervention demonstrations (“students’ best 5 minutes”)
March 14	Spring Break, no class
March 21	Discussion, role play, intervention demonstrations (“students’ best 5 minutes”)
March 28	Role play, intervention demonstrations (“students’ best 5 minutes”)
April 4	Discussion: case study reports Discussion, role play, Standley intervention demonstrations
April 11	Discussion: termination Discussion, role play, Standley intervention demonstrations
April 18	Discussion, role play, Standley intervention demonstrations
April 25	Discussion, role play, Standley intervention demonstrations
May 2*	Discussion: course evaluation DUE to university supervisor by Monday, May 7, 5:00pm, unless otherwise arranged: Logs, Final Evaluation Reports, Evaluations of Sites, Final Evaluations from sites

Music Therapy Practicum Policies and Procedures

Prerequisites

See MUSI 3365 syllabus (prerequisite or requisite for equivalency students). Students must enroll in MUSI 3118 concurrently with MUSI 3366.

Placement

Students enrolled in MUSI 3118 conduct music therapy group or individual sessions with clients who have special needs. Most practicum students are placed in pairs. Each student or pair of students is required to meet with their assigned group for one or more 60-minute sessions per week for a total of 12 or more contact sessions, including one initial observation. Due to the nature of music therapy sessions and the documentation required, students working with a group should be assigned a consistent group of ten or fewer people.

Dress Code

Professional, conservative dress is expected of all students while at their practicum sites. SHSU faculty recommend that students wear dress pants and modest dress shirts. Please consult with your supervisor regarding additional suggestions for appropriate practicum attire.

SHSU students may not wear any of the following clothing articles to practicum sites: shorts, open-toe shoes, blue jeans, sneakers, hats, tank tops, mini-skirts, and any other revealing or casual items. Wear professional clothing that allows you to safely and easily move around during sessions without inhibiting your movement. Clothing should be clean. For safety reasons, students should avoid loose, long, or excessive jewelry.

Students who show up to their practicum site wearing unprofessional clothing will be sent home and the session will be counted as an unexcused absence.

Practicum students will be provided with an SHSU Music Therapy name badge, as available, at the beginning of the semester. Students are encouraged to wear these badges when not wearing the official SHSU Music Therapy polo. Students who lose their badge will not be provided with a replacement badge.

Professional Behavior

Practicum students represent Sam Houston State University and as such, should behave in a professional manner at all times. Remember that you will interact with clients, clients' families, therapists, and site administrators and staff who may be unfamiliar with music therapy. Consider practicum as you would a job in regard to communication, promptness, preparation, and your professional demeanor.

Students who display unprofessional behavior may be dismissed from practicum by SHSU or the practicum site itself. Students who are dismissed from practicum will receive a failing grade for the semester and may face removal from the Music Therapy program.

Attendance (practicum sessions, supervision meetings, and practicum lab)

General

Students are required to attend all scheduled practicum sessions, supervision meetings, and practicum lab meetings. The following instances are considered excused absences when they are accompanied by appropriate documentation: attendance at a music therapy conference or music therapy professor-approved music rehearsals/performances/events. In either of these scenarios, each student involved in the event is expected to individually contact their supervisor and practicum lab professor directly a minimum of one week prior to the event to alert them to the upcoming absence. Additionally, each student involved in an approved music event is individually responsible for providing their own documentation to their supervisor and the practicum lab professor. Do not rely on your fellow students and/or conductor to notify music therapy faculty of your absence.

In the case of illness or family emergency necessitating absence from a practicum session, students should both email and call their university supervisor, and should also contact their site supervisor and practicum partner, giving as much notice as possible. In the case of illness or family emergency necessitating absence from practicum lab, students should notify their practicum lab professor. The student must provide written documentation within a week of the absence, such as a doctor's note, to validate their absence. Without such documentation, the absence will be considered unexcused.

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 according to the syllabus or not accepted. Students who have an unexcused absence on the day an in-class presentation is scheduled will receive "0" points for the assignment.

Practicum Sessions

There are NO provisions for unexcused practicum sessions. Each unexcused absence will result in the student's final practicum grade being lowered by 10 percentage points. Additionally, since unexcused absences indicate unprofessional behavior, such absences will affect the mid-term and/or final supervisor evaluation.

Students should arrive at their practicum site a minimum of 15 minutes prior to the start of the session and plan to stay for at least 15 minutes for feedback once the session has concluded. Each late arrival over one will result in a final grade reduction of 2 percentage points each. Additionally, consistent late arrivals will lower the student's final supervisor evaluation and may involve additional consequences, such as not being allowed to continue in the Music Therapy program.

In the case of cancelled sessions, a minimum of 10-12 sessions of practicum (minimum 60 minutes of client contact each session) is mandatory for each student per semester. Students should attempt to arrange make-up sessions directly with their practicum sites. If students are unable to arrange make-up sessions, they should contact the Graduate Assistants to arrange clinical observations in the SHSU Music Therapy Clinic before the end of the semester. Students should arrange these observations to ensure they make up the time missed due to cancelled sessions, and should document these observations on their Pre-internship Tracking Forms.

Additional sessions may be required depending on the nature of the setting and in order for the students to demonstrate clinical competencies.

Supervision Meetings

There are NO provisions for unexcused practicum supervision meeting absences. Each unexcused absence will result in the student's final practicum grade being lower by 5 percentage points.

Practicum Lab

Students are allowed one class absence without penalty. Tardiness will be documented as an absence; a student may request exception to this policy at the end of the class period for which they were tardy. Exceptions will be at the professor's discretion. Leaving class early without professor permission will also count as a tardy, and thus, an unexcused absence.

Any unexcused absence (including those documented due to being tardy) over one class will result in the student's final grade being reduced by two percentage points per absence.

Confidentiality

All music therapy students have an ethical obligation to protect their clients' identities. Please familiarize yourself with the American Music Therapy Association's Code of Ethics (<https://www.musictherapy.org/about/ethics/>). In all written documentation and in-class presentations of clinical work, students are only to refer to their clients using their first initial (e.g., Client M) or an alias. Students may only discuss their clients in private and only with the following individuals: site supervisor/contact person or other staff at the practicum site, practicum supervisor, and practicum partner. Any assignments or written documentation that includes protected client information (such as client names) will result in point deductions.

Media Policy

Music therapy students have an ethical obligation to protect their clients' identities and to keep details of their clients' clinical cases private. Additionally, students are also obligated to respect the following individuals' privacy: clients' families, peers, faculty members, and on-site staff. For this reason, students may not document any practicum experiences with pictures, audio recordings, or video recordings. Exceptions may be granted with appropriate signed permissions, and at the discretion of the university supervisor.

Students should utilize social media platforms (e.g., Facebook, YouTube, Twitter, online forums, etc.) responsibly. Despite students' best efforts to secure online communications, future internship directors/employers, as well as clients and their families, may be able to access and read social media posts. Students must comply with all HIPAA privacy and confidentiality rules (<http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/mhguidance.html>) as well as the AMTA Code of Ethics (<http://www.musictherapy.org/about/ethics/>).

Under no circumstances should music therapy students communicate with clients and client families on social media. Students should report to their supervisors any situations where a client or a client's family attempts to contact them via social media (e.g., "friending" on Facebook).

Universal Precautions

Students must wash their hands prior to and after each music therapy session. All instruments and equipment used in sessions must be properly disinfected after use. The Music Therapy Student Worker will properly disinfect items checked out from the resource room. All other items, including those in the SHSU Music Therapy Clinic, are the responsibility of the practicum student.

Safety

Students have an ethical obligation to protect their clients' safety and to respond to situations where danger to clients may occur. Students should immediately notify their supervisor and/or on-site staff of potential unsafe situations. Students are responsible for familiarizing and following any safety protocols designated by the practicum site including procedures for disciplining and utilizing physical prompting during sessions.

Instruments and Materials

The Music Therapy Resource Room contains instruments, props, and other materials that students may check out for use in sessions. The Music Therapy Graduate Assistant Office houses visual aids, books, and other materials available for check-out. Students are responsible for obtaining all music therapy session materials prior to their session. Students are encouraged to check out necessary materials several days in advance of their sessions. Failure to do so may result in those materials not being available for check-out. Coming to music therapy sessions without the materials necessary to facilitate the session plan will adversely affect the student's final supervision grade.

Supervision

Students will meet with their practicum supervisor once a week for 30 minutes. In addition to the attendance policies outline above, students are expected to readily engage in the supervision process by: 1) coming prepared to practicum supervision with copies of typed and completed session plans and evaluations and other assignments as specified; 2) engaging in discussion, role play, and/or other learning activities; and 3) collaborating with their practicum partner to brainstorm and plan for future sessions.

Failure to bring the typed session plan and completed evaluation to each supervision meeting will result in a deduction of 5 percentage points, per occurrence, from the final grade. Poor engagement in practicum supervision meetings and lack of follow through will also adversely affect the student's final supervision grade.

Remediation

Some practicum students may have a contract in place with Music Therapy faculty to help remediate competency deficiencies, improve professional behavior, and/or address other needs. Any students placed under contract are expected to meet the requirements of the contract in order to be allowed to enroll in future practicum semesters. Students who fail to uphold their contract will not be allowed to continue to practicum the following semester and may be counseled out of the program.