

**COURSE SYLLABUS**  
**MUSI 3337.01 and 3337.02**  
**Instrumental Skills for the Music Therapy Setting II**  
**3 Credit Hours**  
**Spring, 2018**

**Location:** Room 202, Music Building (section 1); PAC Recital Hall (section 2)

**Meeting time:** 9:00 – 9:50 am; 10:00-10:50 am, Monday, Wednesday, Friday

**Instructor:** Professor Karen Miller, MM, MT-BC

**Office:** Studio 316, Music Building

**Phone:** (936)294-1376

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**Office Hours:** to be posted following scheduling of practicum

### **Course Description**

Study of instrumental skills as applied in the music therapy setting. Emphases on clinical improvisation techniques, song writing, and the use of popular music styles. Students will gain exposure to the use of a variety of instruments and instrument classes in clinical improvisation. Prerequisite: music or music therapy major, music minor; completion of Beginning Class Guitar and Class Piano 3, or instructor approval based on demonstration of guitar and piano accompaniment skills.

Methods of instruction will include primarily experiential approaches such as demonstrations and group participation; also lecture, review of written material/texts, competency exams, and written assignments.

### **Course Objectives**

- I. To acquire facility in clinical improvisation using various instruments in order to meet specific needs of the music therapy client
- II. To demonstrate self and group accompaniment, using piano and guitar, with songs of various popular music genres and be able to apply those skills to music therapy settings
- III. To develop, refine, or enhance abilities in song composition, both for and with music therapy clients, and to gain knowledge and skill regarding the use of song writing in the accomplishment of various clinical goals

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

- 2.1 Compose songs with simple accompaniment.
- 2.2 Adapt, arrange, transpose, and simplify music compositions for small vocal and nonsymphonic instrumental ensembles.
- 4. Keyboard Skills
- 5. Guitar Skills
- 6. Voice Skills
- 7. Percussion Skills
- 9. Improvisation Skills
- 14.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g. appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired behavioral outcomes.
- 14.4 Utilize the dynamics and processes of groups to achieve therapeutic goals
- 18.3 Provide verbal and nonverbal directions and cues necessary for successful client participation.
- 18.5 Utilize therapeutic verbal skills in music therapy sessions.
- 18.7 Provide feedback on, reflect, rephrase, and translate the client's communications.
- 18.8 Assist the client to communicate more effectively.
- 18.9 Sequence and pace music experiences within a session according to the client's needs and situational factors.
- 18.12 Promote a sense of group cohesiveness and/or a feeling of group membership.

## Textbooks/Materials

### REQUIRED

- I. Gardstrom, S.C. (2007). *Music Therapy Improvisation for Groups: Essential Leadership Competencies*, Gilsum, NH: Barcelona Publishers
- II. Guitar
- III. Mac-compatible media as specified in class for video recorded assignments

### RECOMMENDED

- I. Brunk, B.K. *Songwriting for Music Therapists*, Dallas, TX: Prelude Music Therapy
- II. Fakebooks including popular music of various styles and genres

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 and practice exercises/practice logs (see attached)
- II. Class participation and peer feedback
- III. Demonstration of piano and guitar accompaniment skills in various musical styles
- IV. Quiz on singable keys and clinical improvisation accompaniment
- V. Video-taped improvisation exercises (all videos must be mac-compatible and must show both hands and faces)
- VI. Song analysis
- VII. Song writing facilitation exercise
- VIII. Presentation of original songs
- IX. Music Therapy Awareness Weekend attendance

## Grading Plan

All assignments are due at class time of the due date indicated on the Academic Calendar. Assignments presented after class on the due date are considered one academic day (M-F) late. A minimum of twenty (20) percent will be deducted for each academic day late (see Assignments below.) Your total number of points will determine your final grade.

No extra credit will be given unless otherwise specified in class. 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. Song Style Presentations (4)	40	not accepted late	(1) _____ (2) _____ (3) _____ (4) _____
II. Singable Key/ Scale Acc. quiz	5	not accepted late	_____
III. Improvisation Exercises			
Melodic dyads	10	20% per academic day	_____
2-minute solos	5	20% per academic day	_____
7-10 minute dyads	10	20% per academic day	_____
IV. Song Writing Exercises			
Song Analysis	5	20% per academic day	_____
Piggyback Song	5	not accepted late	_____
Song Writing Facilitation Exercise	5	20% per academic day	_____
Original Song	10	not accepted late	_____
V. Practice Logs	5	20% per academic day	_____
TOTAL	100 POINTS		_____
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## 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, employs writing tutors who 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.

**INSTRUMENTAL SKILLS for the MUSIC THERAPY SETTING II**  
**MUSI 3337.01**  
**Spring, 2018**  
**Tentative Course Calendar**

<u><b>Date</b></u>	<u><b>Assignment</b></u>
JAN 19	Overview/Orientation <i>Popular Piano</i> – background Song Style Assignments beginning Feb. 2
JAN 22	Song research/prep day
JAN 24	Singable Keys Popular Piano
JAN 26	Popular Piano
JAN 29	Popular Piano
JAN 31	Popular Piano/Guitar
FEB 2	Popular Piano/Guitar
FEB 5	<b>Due: Song #1 plus progressions</b>
FEB 7	<b>Due: Song #2 plus progressions</b>
FEB 9	Song presentations cont.
FEB 12	<b>Due: Song #3 plus familiar songs</b> <i>Music Therapy Awareness Weekend (attendance mandatory), February 9-10</i>
FEB 14	<b>Due: Song #4 plus familiar songs</b>
FEB 16	Song presentations cont.
FEB 19	Song presentations cont. <b>Due: Practice Log 1</b>
FEB 21	Improvisation introduction/review blues
FEB 23	<i>Music Therapy Improvisation</i> , Ch. 1
FEB 26	<i>Music Therapy Improvisation</i> , Ch. 2
FEB 28	<i>Music Therapy Improvisation</i> , Ch. 3.
MAR 2	Ch. 3, cont.
MAR 5	<i>Music Therapy Improvisation</i> , Ch. 4
MAR 7	Ch. 4, cont.
MAR 9	Ch. 4, cont. Improv Video 1 Assigned (Melodic Dyads with written reflection)
MAR 12-16	<b>No Class: Spring Break</b>

MAR 19	Ch. 4, cont.
MAR 21	Ch. 4, concluded <b>Quiz: Singable Keys, Scale accompaniment</b>
MAR 23	<i>Music Therapy Improvisation</i> , Ch. 5
MAR 26	<i>Music Therapy Improvisation</i> , Ch. 6
MAR 28	Ch. 6, cont. Improv Video 2 Assigned (2-minute Solos) <b>DUE: Improv Video 1 (Melodic Dyads with written reflection)</b>
MAR 30	<b><i>Holiday - Good Friday</i></b>
APR 2	<i>Music Therapy Improvisation</i> , Ch. 7
APR 4	Ch. 7, cont. Improv Video 3 assigned (7-10 minute dyad with written reflection)
APR 6	<b><i>Southwestern Region, AMTA, Conference, April 5-7, Lubbock, TX</i></b>
APR 9	Ch. 7, cont.
APR 11	Ch. 7, cont. <b>DUE: Improv Video 2 (2-minute Solos)</b>
APR 13	<i>Music Therapy Improvisation</i> , Ch. 8, 9
APR 16	<i>Music Therapy Improvisation</i> , Ch. 9
APR 18	Ch. 9, cont. <b>DUE: Practice Log 2</b>
APR 20	<i>Songwriting for Music Therapists</i> Song Analysis Assigned <b>DUE: Improv Video 3 (7-10 minute dyad with written reflection)</b>
APR 23	Songwriting <b>DUE: Song Analysis</b> Piggyback Song Assigned
APR 25	Strategic Songwriting Final Song Assigned
APR 27	Process Songwriting <b>DUE: Piggyback Song</b>
APR 30	Process Songwriting Songwriting Facilitation Exercise Assigned
MAY 2	Process Songwriting
MAY 4	Process Songwriting <b>DUE: Songwriting Facilitation Exercise, Practice Log 3</b>

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**FINAL EXAM: Wednesday, May 9, 9:30 a.m. – 11:30 a.m.**

. **DUE: Original Song**