

COURSE SYLLABUS
MUS 366.01
MUSIC THERAPY TECHNIQUES I
3 Credit Hours
Fall, 2007

Location: 219, Music Building

Meeting Time: 10:00 – 11:00 am, Monday, Wednesday, and Friday

Instructor: Ellary Draper

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Office Hours: Monday 3 – 4 pm, Wednesday 11 am – 1 pm, Thursday 12 – 1 pm,
and Friday 1 – 2 pm
Also by appointment

Course Description

An examination of music therapy techniques used in the special education setting and current legislation related to education of students with disabilities and music/music therapy to be provided.

Prerequisite: MUS 365. MUS 210 must be taken concurrently

Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, self-evaluation, review of written material/texts, exams/quizzes, and assignment of a research paper and class presentation.

Course Objectives

- I. To define current populations of children and adolescents with disabilities observed in educational settings
- II. To become aware of current legislation and research regarding children and adolescents with disabilities and music/music therapy services
- III. To evaluate assessment instruments and models utilized with students who may have disabilities
- IV. To develop specific techniques and skills for developing functional instructional programs for the successful integration of students with disabilities into home/school/community environments
- V. To research, organize, write and present a professional paper focused on a target population found in a music therapy setting
- VI. To develop a philosophy of music therapy based on one's personal value system and focused on service provision for children and adolescents with disabilities

Field Experience

Students are to enroll for one (1) credit of field experience, ie, MUS 210-01 – 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 (MUS 366 and MUS 210.01)

- I. Coleman, K. A. & Brunk, B. K. (1999). *SEMTAP (Special education music therapy assessment procedure) handbook*, Dallas: Prelude Music Therapy.

- II. Wilson, B. L. (Ed.) (2002). *Models of music therapy interventions in school settings (2nd Edition)*, Silver Spring, MD: AMTA.
- III. Darrow, A. A. (Ed.) (2004). *Introduction to Approaches in Music Therapy*, Silver Spring, MD: AMTA.
- IV. Standley, J. M. (2002). *Music Techniques in Therapy, Counseling, and Special Education (2nd Ed.)*, St. Louis: MMB Music.
- V. Darrow, A. A. & Adamek, M. S. (2005). *Music in Special Education*, Silver Spring, MD: AMTA.
- VI. Coleman, K. A. & Dacus, D. N. (1994, 1996). *Learning Through Music, Vol. 1 and 2*, Dallas: Prelude Music Therapy

It is the student's responsibility to obtain course materials by the second day of class. 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.

NOTE: All absences must be documented prior to class (when feasible) by means of a 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 exams must be made with the professor within one week following administration of the scheduled exam. Consideration for make-up exams 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. Students will be allowed 3 class absences without penalty. Any unexcused absences over 3 classes will result in final grade reductions of one percentage point per absence.

Assignments

- I. Assigned readings
- II. Task analysis demonstration
- III. Intervention demonstration
- IV. Adapted instrument/material demonstration
- V. Quizzes
- VI. Formal presentation and paper (handouts to follow)
 - a. Presentation (See Academic Calendar)
 - b. Paper (DUE at time of presentation)
 - i. Paper should be written in APA style
 - ii. Content of paper should incorporate music therapy applications based on JMT, MT, MTP, and Psych Abstracts articles; 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
- vi. American Music Therapy Association national conference attendance/reports: It is very important that students attend the AMTA's national conference in order to further knowledge regarding music therapy as a profession, current music therapy research and music therapy practices with various populations. Students are further encouraged to participate in national conference by assisting with formal presentations or research posters and becoming actively involved with the AMTA of Students via business meetings and holding of offices. Students in attendance of conference will give verbal reports to the class regarding their experiences. Those unable to attend are expected to make note of information give in verbal reports in order to both increase knowledge and prepare for attendance at future conferences.

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 will be considered on academic day late. A minimum of twenty (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 give 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.

<u>Assignment</u>	<u>Possible Points</u>	<u>Actual Points</u>
1. Task analysis demonstration	6	_____
2. Intervention demonstration	10	_____
3. Adapted instrument/materials	4	_____
4. Presentation	15	_____
5. Presentation paper	10	_____
6. Quizzes	50	_____
7. Class participation	5	_____
	Total Possible 100	_____ Actual Total

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. Cellular telephones and pagers must be turned off before class begins. 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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Tentative Academic Calendar

August

- 20 Overview
Practicum discussion
- 22 Practicum discussion
Typical child development
Due: weekly schedules and preferences
- 24 Darrow Chapter 1, Current Profile of Students with Disabilities in Public Schools
with Implications
- 27 Darrow Chapter 2, History of Special Education and the Impact on Music Programs
- 29 IEP Procedures
Quiz: Chapters 1 and 2
- 31 Practicum discussion
Placement update
Review of procedures for first visits
Assessment

September

- 3 *Holiday, Labor Day*
- 5 Wilson Chapter 2, The Evolution of Special Education
Darrow Chapter 3, Inclusion Principles and Practices
- 7 Darrow Chapter 4, Teaching Strategies for Successful Inclusion
- 10 Quiz, Darrow Chapter 3-4, Wilson Chapter 2
Task Analysis assigned
- 12 Due: Task Analysis demonstration
- 14 Darrow Chapter 6, Music Education and Music Therapy Service Delivery Options
Wilson Chapter 6, Models of Service Delivery
- 17 Wilson Chapter 5, SEMTAP
- 19 Quiz, Darrow Chapter 6, Wilson Chapters 5-6,
Introduction of different disabilities
- 21 Darrow Chapter 9, Students with Communication Disabilities

- 24 Wilson Chapter 12, Music Therapy for Learners with Autism
- 26 Darrow Chapter 8, Students with Cognitive Disabilities
- 28 Wilson Chapters 11 and 13, Music Therapy for Learners with Severe Disabilities in a Public School Setting and for Learning Disabilities
- October
- 1 Intervention Demonstration Assignment, Review
- 3 Quiz Darrow Chapters 8-9, Wilson Chapters 12-13
- 5 Darrow Chapter 7, Students with Behavior Disorders
- 8 Intervention Demonstration
- 10 Wilson Chapter 10, Music Therapy for Juvenile Offenders in a Residential Treatment Setting
- 12 Quiz, Darrow Chapter 7,
Wilson Chapter 10
- 15 Intervention Demonstration
- 17 Darrow Chapter 10, Students with Vision Loss
- 19 Darrow Chapter 11, Students with Hearing Loss
- 22 Intervention Demonstration
- 24 Darrow Chapter 12, Students with Physical Disabilities
- 26 Internship/Review
Due: Selection of population for lecture presentation
Due: Call for papers off site presentation
- 29 Quiz Darrow Chapters 10-12
- 31 Wilson Chapter 17, Music Therapy for Learners in an Early Childhood Community Interagency Setting
- November
- 2 Wilson Chapters 8 and 16, Music Therapy in Public Schools and
- 5 Darrow Chapter 5, Motivation and Management Techniques in Music Setting
- 7 Nordoff-Robbins

9	Nordoff-Robbins
12	Contractual MT/Private Practice
14	Quiz Wilson Chapters 8 and 16, Darrow Chapter 8
16	<i>AMTA Conference, Louisville, KY</i>
19	Conference reports Adapted instrument/materials assigned
21	<i>Holiday, Thanksgiving Break</i>
23	<i>Holiday, Thanksgiving Break</i>
26	In class demonstrations of adapted instrument/materials
28	In class demonstrations of adapted instruments/materials
30	Paper/Presentation
December	
3	Paper/Presentation
5	Paper/Presentation
7	Feedback on Presentations