

COURSE SYLLABUS
MUS 238
CID#5583
INTRODUCTION TO MUSIC THERAPY
3 CREDIT HOURS
FALL, 2007

Location: Room 219, Music Building

Meeting time: 11:00-12:20, Tuesday, Thursday

Instructor: Karen Miller

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Office Hours: To be determined following scheduling of MUS 210X

Course Description

Introduction to Music Therapy is a survey of the role of music as therapy in a variety of settings, including but not limited to educational, psychiatric, medical, nursing home, and prison settings. Introductions to philosophies of treatment and music therapy research literature are also given.

No prerequisites.

Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, review of written material/text, exams, and assignments related to behavioral observation and analysis of research literature.

Course Objectives

- I. To stimulate thinking concerning the influence of music on behavior as evidenced by discussions of personal music experiences
- II. To understand the potentials, limitations, and problems of exceptional individuals, the causes and symptoms of major exceptionalities, and basic terminology used in diagnosis and classification
- III. To gain introductory knowledge of accepted methods of major therapeutic approaches
- IV. To observe the use of music with multiple populations with disabilities and realize the purpose, intent, and function of music therapy for these populations
- V. To learn basic research methods and appropriate interpretation of professional music therapy research literature
- VI. To document research trends in music therapy
- VII. To develop specific skills in observational recording of human behavior
 - A. Pinpointing specific behaviors
 - B. Observing and recording individual, group, and personal behaviors across time
- VIII. To demonstrate the ability to conduct a music therapy intervention within a small group

Textbook

Davis, W.B., Gfeller, K.E. & Thaut. M.H. (1999). *An Introduction to Music Therapy: Theory and Practice*, (2nd ed), Boston: McGraw-Hill

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.

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. Music selection: Recording to be presented in class for purpose of discussion.
- II. Assigned readings: See Academic Calendar.
- III. Exams (2) written exams over material from Davis, Gfeller, & Thaut.
- IV. Observation assignments (to be completed in social, educational, or therapeutic setting – must be typed)
 - A. Anecdotal - one five minute anecdotal recording.
 - B. Event - four event recordings for at least 15 minutes each; do one each of the following:

<u># of Persons</u>	engaged in	<u># of Behaviors</u>
• One		One
• One		Two
• Two		One
• Two		Two
 - C. Duration - one duration recording for at least twenty minutes
- V. Intervention Plan: (1) Typed plan in designated format (ONE PAGE and one copy per student presented to professor)

(2) Demonstration of intervention in class

VI. Journal of Music Therapy readings/reports (verbal summaries to be presented in class and written summaries on designated forms):

Music therapy with (a) children, (b) adults, and (c) choice of population

VII. Definition Paper: One to two typed pages (double-spaced) presenting your definition of Music Therapy as derived from the content of this class.

VIII. Self-Observation Project (Scholarly, typed report/complete format to be presented in class):

A. Purpose	B. Pinpoint	C. Recording Procedure	D. Raw Data
E. Graphed Data	F. Evaluation	G. Discussion	

IX. American Music Therapy Association National Conference attendance/reports:

All students are strongly encouraged to attend the American Music Therapy Association'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 in attendance will give verbal reports to the class regarding their experiences. The final exam will include material related to conference attendance and in-class conference reports.

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(10) percent will be deducted for each academic day (Monday – Friday) late. Your total number of points will determine your final grade.

A maximum of five (5) extra credit points will be added to the final grade for students who observe and/or interview a board certified music therapist during the semester. These students will be required to present an oral report to the class as well as a written report to the instructor. Points given will be based on quality and effort. Observations receiving credit in other courses will NOT qualify for extra credit.

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. Music Example	5	50%/day	_____
II. Exam 1	10	* * * * *	_____
III. Exam 2	10	* * * * *	_____
IV. Observation Reports (6 reports x 3 pts. each)	18	10% per day per assignment	_____
V. Intervention Plan	10		_____
a. Typed plan (5)		50% per day	
b. Intervention demo (5)		50% per day	
VI. Journal Readings (3 readings x 4 pts. each)	12	50% per day per assignment	_____
VII. Definition Paper	10	50% per day	_____
VIII. Self-Observation Project	10	10% per day	_____
IX. Final Exam	10	* * * * *	* * *
X. Class Participation	5	* * * * *	* * *
TOTAL	100 Points		

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.

INTRODUCTION to MUSIC THERAPY
MUS 238.01
Fall, 2007

Tentative Academic Calendar

<u>Date</u>	<u>Assignment</u>
AUG 21	Overview/Orientation Influence of Music on Behavior Video: "Music Therapy Makes a Difference" Music examples assigned
23	Music Preference/Response Experience: Recorded selections Distribution of music therapy articles
28	DUE: Music example
30	Music examples, cont.
SEPT 4	Due: Music therapy articles
6	Music therapy articles, cont.
11	Music Therapy: A practice, perspective, and phenomenon DUE: Reading in <i>MT</i> - Chapters 1, 2, 3
13	Music Therapy for children and adults with mental retardation DUE: Reading in <i>MT</i> - Chapter 4
18	Music Therapy in the treatment of mental disorders DUE: Reading in <i>MT</i> - Chapter 5
20	Music Therapy and elderly populations DUE: Reading in <i>MT</i> - Chapter 6
25	Music Therapy for children with physical disabilities DUE: Reading in <i>MT</i> - Chapter 7
27	Music Therapy for children with autism DUE: Reading in <i>MT</i> - Chapter 8 EXAM STUDY GUIDE: Chapters 1-8
OCT 2	EXAM: Chapters 1 - 8 (<i>MT</i> : Davis, Gfeller, & Thaut)
4	Music Therapy in the treatment of sensory disorders DUE: Reading in <i>MT</i> - Chapter 9
9	Music Therapy in the treatment of medical conditions DUE: Reading in <i>MT</i> - Chapter 10
11	Music Therapy in neurological rehabilitation DUE: Reading in <i>MT</i> - Chapter 11

	16	Music Therapy in correctional psychiatry Music Therapy in school settings DUE: Reading in <i>MT</i> - Chapters 12 & 13
	18	The Music Therapy treatment process DUE: Reading in <i>MT</i> - Chapters 14
	23	The role of research in Music Therapy DUE: Reading in <i>MT</i> - Chapters 15 EXAM STUDY GUIDE: Chapters 9-15
	25	EXAM: Chapters 9 - 15 (<i>MT</i> : Davis, Gfeller, & Thaut)
	30	Discussion: Self-pinpoint Discussion: Anecdotal recording Discussion: Intervention Workshop Discussion: Definition Paper Discussion: Self-observation plan/project
NOV	1	DUE: Self-pinpoint DUE: Anecdotal recording Discussion: Event recording
	6	DUE: Event recordings Discussion: Duration recordings Overview of <i>Journal of Music Therapy</i> research readings (Review of Chapter 15)
	8	Intervention Workshop DUE: Duration recordings DUE: Intervention Plan of presenters
	13	Intervention Workshop DUE: Intervention Plan of presenters
	15	<i>American Music Therapy Association (AMTA) Conference!!! Louisville, KY (November 15-18)</i>
	20	Conference reports Research discussion/review of JMT articles DUE: Article summaries
	22	<i>Thanksgiving Holidays (21--22-23)</i>
	27	Research discussion/review of JMT articles (concluded)
	29	Presentation of Definition Papers DUE: Definition Paper
DEC	4	Presentation of Definition Papers (concluded) DUE: Self-observation project
	6	Discussion: Self-observation project Preparation for Final Exam Music as a Therapeutic Modality/Course Summary

FINAL EXAM: TBA