

**COURSE SYLLABUS**  
**MUS 365.01**  
**CID#5597**  
**OBSERVATION and MEASUREMENT in MUSIC THERAPY**  
**3 CREDIT HOURS**  
**FALL, 2007**

**Location:** Room 217, Music Building

**Meeting time:** 11:00 – 12:00 am, Monday, Wednesday, Friday

**Instructor:** Karen Miller

**Office:** Studio 316, Music Building

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

**E-mail:** karenmiller@shsu.edu

**Office Hours:** To be determined following scheduling of practicum

**Course Description**

Observation and Measurement in Music Therapy is a study of current assessment and evaluation procedures used in music therapy and the application of observational recording and behavior modification techniques in educational, social, and therapeutic settings. A data-based model of providing music therapy services is explored in detail. Research models are also explored.

Prerequisite: Admission to music therapy program. MUS 210X must be taken concurrently. Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, review of written material/texts, exams, and assignments related to behavioral observation and recording methods.

**Course Objectives**

- I. Develop specific skills in observational recording of human behavior through:
  - A. Pinpointing specific behaviors
  - B. Observing and recording behaviors
  - C. Observing and recording individual and group behaviors across time
  - D. Observing and recording personal behaviors across time
  - E. Evaluating client/student behavior effects following application of specific consequences
- II. Stimulate thinking concerning accountability in the music therapy profession
- III. Utilize observation and measurement techniques and related research to explore the dynamics and processes of a therapist-client relationship and the impact the therapist has on the client and treatment, leading to development of positive client rapport and ongoing relationship
- IV. Begin to explore the use of group dynamics and processes in the achievement of therapeutic goals after careful observation of behavior
- V. Increase knowledge and appropriate use of music therapy methods, techniques, materials, and equipment
- VI. Gain extensive knowledge of and ability to use music therapy assessment, treatment planning, implementation, data taking, documentation and evaluation methods, including methods of determining termination

### Field Experience Correlate

Students are to enroll for one (1) credit of field experience, i.e., MUS 210X - 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

- I. Hanser, S.B. 1999. *The New Music Therapist's Handbook*. Boston: Berklee Press
- II. Hall, R.V. and Van Houten, R., 2001. *The Measurement of Behavior: Behavior Modification* (3<sup>rd</sup> Ed.), Austin: Pro-Ed
- III. Madsen, C.K. and Madsen, C.H.. 1998. *Teaching/Discipline: A Positive Approach for Educational Development* (4<sup>th</sup> Ed.), Raleigh, NC: CPC
- IV. Coleman, K.A. and Dacus, D.N. (1994) *Learning Through Music, Vol. 1*, Dallas: Prelude Music Therapy  
(for use in MUS 210X, Practicum – purchase at One Music Square, downtown Huntsville)
- V. Cole, K.M. 2002. *The Music Therapy Assessment Handbook*. Columbus, MS: SouthernPen Publishing  
(purchase at One Music Square)
- VI. Standley, J.M. 2002. *Music Techniques in Therapy, Counseling, and Special Education*, (2<sup>nd</sup> Ed.), Silver Spring, MD: AMTA  
(for use in MUS 210X, Practicum – purchase at One Music Square or directly from AMTA)

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. Read assigned texts.
- II. Complete accompanying study guides/quizzes in Madsen/Madsen and Hall, respectively.
- III. Complete observation assignments. These must be conducted in a social, educational, or therapeutic setting. (Must be typed.)
  - A. A-B-C - one five minute continuous recording plus functional analysis.
  - B. Event/Frequency - four event recordings for at least 15 minutes each. Two recordings must include reliability checks. Do one each of the following:
 

<u># of Persons</u> engaged in	<u># of Behaviors</u>
• One	One
• One	Two
• Two	One
• Two	Two (same or different B)
  - C. Duration - one duration recording for at least 20 minutes.
  - D. Interval - one interval recording (maximum 15 second observation interval) for at least 5 minutes. Must include reliability check.
  - E. Time Sampling - one time sampling recording (maximum 5 minutes between observations) for at least 30 minutes.
  - F. Placheck - one placheck recording (maximum 5 minutes between observations) for at least 30 minutes.

### IV. Self-Modification Project Draft

- A. Pinpoint
- B. Record
- C. Consequence

### V. Self-Modification Project: Typed scholarly report – format to be discussed in class.

### VI. Resource Room Log – evidence of one hour spent orienting/exploring available resources

### VII. Two written exams

### VIII. American Music Therapy Association national conference attendance/reports:

It is very important that students 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 are further encouraged to participate in national conference by assisting with formal presentations or research posters and becoming actively involved with the American Music Therapy Association 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 given 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 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.

No extra credit points will be given. It is crucial that students master all of the assignments given in order to proceed through the music therapy program successfully. As such, students may be granted permission to re-submit assignments for partial credit if the assignments were originally submitted on time and demonstrate lack of understanding. 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. Resource room orientation	5	10% per day	_____
II. Observation reports (reports = 2 pts. each/ reliability = 2 pts. each)	24	10% per day/ per assignment	_____
III. Self-Modification Project Draft	6	10% per day	_____
IV. Self-Modification Project	15	10% per day	_____
V. Exam 1	15	* * * * *	_____
VI. Exam 2	15	* * * * *	_____
VII. Class participation (study guides, demonstrations)	5	* * * * *	_____
VII. FINAL EXAM	15	* * * * *	_____
TOTAL		100 POINTS	

### 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 examination 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.

**Observation and Measurement in Music Therapy**  
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**Fall, 2007**

Tentative Academic Calendar

<b>DATE</b>	<b>TOPIC</b>	<b>DUE</b>
AUG 20	Orientation/Overview	
22	Practicum discussion: Assign partners and times Making initial contact (Site evaluations) Resource room orientation discussed	<i>Weekly schedules</i>  <i>Observe by 9/10</i>
24	Practicum discussion Contracting, procedures, logs First visit observations/ABC recording	
27	What is effective therapy?	<i>Teaching/Discipline Ch/Study Guide 1</i>
29	Why or why doesn't it happen?	<i>T/D Ch/SG 2</i>
31	Practicum: Intro to planning a first session, setting goals, building rapport	
SEPT 3	<b><i>Labor Day Holiday</i></b>	
5	Influencing behavior	<i>T/D Ch/SG 3</i>
7	Four aspects of teaching principles <u>Pinpoint</u> : Specifying observable behaviors Practicum: Identifying target behaviors	<i>Resource room orientation forms</i>
10	<u>Record</u> : (1) Major steps in observation (2) Types of recording	<i>Hall, pp. 1-19 Study Guides</i>
12	<u>Record</u> : Types of recording	<i>Hall, pp. 19-29/SG</i>
14	Practicum: Goals and objectives, chaining Chaining song assigned	

	17	<u>Record</u> : Types of recording	<i>Hall, pp. 29-49/SG</i>
	19	Learning through observation	<i>T/D Ch/SG 8</i>
	21	In-class demonstrations	<i>Chaining Songs</i>
	24	Discussion: Self-Modification Project Format for Draft	<i>A-B-C Recording</i>
	26	<u>Consequate</u> : Cause/effect relationships	<i>T/D Ch/SG 4 Event Recordings</i>
	28	Practicum: Log check-up Intervention Demonstrations assigned	<i>Bring logs Duration recording</i>
OCT	1	<u>Consequate</u> : Activities in time	<i>T/D Ch/SG 5 &amp; 7 Interval recording</i>
	3	<u>Consequate</u> : Antecedents/Consequences	<i>Time sampling recording</i>
	5	<u>Evaluate</u> : Graphing Applied behavior analysis designs	<i>Hall, pp. 50-73/SG Placheck recording</i>
	8	Applied behavior analysis designs, cont.	<i>Hall, pp. 73-104/SG</i>
	10	Intervention demonstrations	<i>Interventions</i>
	12	Review for Exam 1	<i>Self-Modification Project Draft</i>
	15	Exam I	
	17	Review of Exam 1	
	19	Intervention demonstrations	<i>Interventions</i>
	22	<u>Pinpoint</u> in Music Therapy	<i>Hanser Ch. 1-2</i>
	24	<u>Pinpoint</u> in Music Therapy	<i>Hanser Ch. 3-4</i>
	26	Practicum: Student-initiated discussion Discussion: Self-Modification Projects	
	29	<u>Record</u> in Music Therapy	<i>Hanser Ch. 5, 7</i>
	31	<u>Consequate</u> in Music Therapy	<i>Hanser Ch. 6</i>

NOV	2	<u>Consequence</u> in Music Therapy	<i>Hanser 8-9</i>
	5	<u>Evaluate</u> in Music Therapy	<i>Hanser Ch. 10</i>
	7	<u>Evaluate</u> : Generalization, Termination	<i>Hanser 11-12</i>
	9	Discussion: Self-Modification Projects Format for Final Report	
	12	Review for Exam 2	
	14	Exam 2	
	16	<i>Annual AMTA Conference Louisville, KY November 15-18</i>	
	19	Review of Exam 2 Introduction to Assessment	
	21/23	<i>Thanksgiving Holidays (22-23-24)</i>	
	26	Assessment Development Sample Interventions Assigned	<i>Cole, Sections 1&amp;2</i>
	28	Assessment Development	<i>Cole, Section 3, Appendix B</i>
	30	Assessment Interventions	<i>Sample Assessment Interventions</i>
DEC	3	Assessment Report Writing Group Writing Assignment	<i>Self-Observation Project</i>
	5	Report Writing, cont. Review for FINAL EXAM	

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FINAL EXAM TBA