

COURSE SYLLABUS
MUS 495.01
CID#2943
MUSIC THERAPY TECHNIQUES II
3 Credit Hours
Spring, 2008

Location: Room 219, Music Building
Meeting time: 10:00 – 11:00 am, Monday, Wednesday, Friday
Instructor: Karen Miller
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Office Hours: To be determined upon scheduling of practicum

Course Description

Music Therapy Techniques II is a study of music therapy procedures used with individuals in aging adult settings and psychiatric settings and an examination of issues concerning the use of music therapy within these populations. Issues related to securing internships and employment in music therapy will also be addressed.

Prerequisite: MUS 365. 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 written assignments.

Course Objectives

- I. To stimulate thinking concerning psychiatric populations and those in aging adult settings.
- II. To develop working knowledge of common diagnoses, issues, therapeutic goals, and treatment techniques related to psychiatric and older adult populations.
- III. To become familiar with accepted methods and major philosophies/approaches of psychiatric treatment and to demonstrate the ability to analyze logically and choose alternatives consistent with a personal value orientation.
- IV. To further understand the dynamics and processes of the therapist-client relationship and of therapy groups and to use those dynamics and processes toward the accomplishment of therapeutic goals.
- V. To develop ability to use oneself effectively in the therapist role through appropriate verbal and nonverbal skills.
- VI. To demonstrate competency in applying techniques in music therapy sessions for specific psychiatric and older adult populations, including methods of assessment, treatment planning, therapy implementation, evaluation, documentation, and termination.
- VII. To begin preparation for music therapy internship and professional employment through development of professional job skills.

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. AMTA (2000). *Effectiveness of Music Therapy Procedures – Documentation of Research and Clinical Practice*, Silver Spring, MD: AMTA (may purchase from AMTA at 301-589-3300)
- II. McGowin, D.F. (1995). *Living in the Labyrinth*, San Fransisco: Elder Books
- III. Corsini, R.J. and Wedding, D. (2005). *Current Psychotherapies*, 7th edition, Belmont, CA: Brooks/Cole
- IV. Darrow, A.A. (Ed.). (2004). *Introduction to Approaches in Music Therapy*, Silver Spring, MD: AMTA
- V. Cassity, M.D. and Cassity, J.E. (1998). *Multimodal Psychiatric Music Therapy for Adults, Adolescents, and Children*, 3rd ed.
- VI. Standley, J.M. (2002). *Music Techniques in Therapy, Counseling, and Special Education*, (2nd Ed.), Silver Spring, MD: 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. Assigned readings
- II. Class discussions and peer feedback
- III. Demonstration of interventions appropriate for psychiatric and aging adult populations
- IV. Synopsis of DSM IV-TR criteria for specific diagnosis given in class
- V. BASIC ID assessment performed on self or peer and summarized in specified format
- VI. Reaction paper: A one or two page TYPED paper expressing your personal reaction to the book by McGowin
- VII. Video-taped mock interview for internship position and list of 4 potential internship sites
- VIII. Resume draft
- IX. Written Examinations:
 - 1 – Older Adults, Wolfe, Assessment
 - 2 – 4 Corsini, Darrow
 - 5 – Final
- X. Southwestern Region, American Music Therapy Association conference attendance/reports: It is very important that students attend the Southwestern Region, 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 regional conference by assisting with formal presentations or research posters and becoming actively involved with the Southwestern Region, 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 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:

<u>Assignment</u>	<u>Points</u>	<u>Late Points Deducted</u>	<u>Actual</u>
I. Intervention demos (2)	20	* * * * *	(1) _____ (2) _____
II. BASIC ID	5	10% per day	_____
III. Interview/internship assign.	5	10% per day	_____
IV. Diagnostic synopsis	5	50% per day	_____
V. Resume draft	5	10% per day	_____
VI. Reaction paper	5	10% per day	_____
VII. Examinations (4)	40	* * * * *	(1) _____ (2) _____ (3) _____ (4) _____
VIII. Final Exam	<u>15</u>	* * * * *	_____
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 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

<u>Date</u>	<u>Assignment</u>
JAN 16	Overview Internship discussion, procedures, site research assigned Practicum discussion
JAN 18	Internship preparation: Resume writing and interviewing Resume assigned Mock interview assigned DUE: Submission of practicum schedules and preferences
JAN 21	<i>Holiday: MLK DAY</i>
JAN 23	Internship preparation, cont.
JAN 25	Review of psychiatric diagnoses, characteristics – DSM IV-TR Diagnostic/medication synopsis assigned DUE: Resume draft
JAN 28	Guest lecture – Music Therapy in Hospice
JAN 30	Review of psychiatric diagnoses, cont. DUE: Diagnostic/medication synopsis
FEB 1	DUE: Cassity, Chapters 1 & 2 Discussion: Psychiatric Music Therapy assessment
FEB 4	Guest lecture – Psychiatric Music Therapy
FEB 6	Psychiatric music therapy assessment, cont. BASIC ID assigned DUE: Interview and Internship Assignments
FEB 8	DUE: Wolfe, Acute Mental Health Care (in <i>Effectiveness of Music Therapy Procedures...</i>)
FEB 11	Discussion: Music therapy for relaxation Feedback on Interviews and Resumes Psychiatric MT research readings assigned DUE: BASIC ID
FEB 13	Discussion: Music therapy with older adults, assessment DUE: Psychiatric MT research readings Feedback on BASIC ID's

FEB 15	Begin reading <i>Living in the Labyrinth</i> Discussion: Music therapy with older adults, cont. Older adult research readings assigned Reaction paper assigned
FEB 18	Discussion: Music therapy with older adults, cont. DUE: Older adult research readings
FEB 20	Discussion: Music therapy and dementia Intervention demonstrations assigned
FEB 22	<i>No Class – attendance required at Music Therapy Awareness Weekend, SHSU, February 22-23</i>
FEB 25	Discussion: Music therapy and dementia, cont. DUE: Reaction papers, <i>Living in the Labyrinth</i>
FEB 27	Review for exam Discussion: <i>Joy of Music in Maturity</i> and other resources
FEB 29	Exam 1 - Cassity, Wolfe, and MT with older adults
MAR 3	Review of exam 1 Intervention demos – older adults
MAR 5	Intervention demos – older adults
MAR 7	Intervention demos - older adults
MAR 10-14	<i>Spring Break</i>
MAR 17	DUE: Corsini, Intro
MAR 19	DUE: Corsini, Psychoanalysis
MAR 21	<i>Holiday – Good Friday</i>
MAR 24	DUE: Corsini, Adlerian Psychotherapy
MAR 26	DUE: Corsini, Analytical Psychotherapy
MAR 28	<i>Southwestern Region, American Music Therapy Association (SWAMTA) Conference, El Paso, TX, March 27-29</i>
MAR 31	DUE: Corsini, Person-Centered Therapy
APR 2	Corsini: Person-Centered Therapy, cont.
APR 4	DUE: Darrow, Psychodynamic Approach to Music Therapy Review for exam 2

APR 7	Exam 2- Corsini and Darrow
APR 9	DUE: Corsini, Rational-Emotive Behavior Therapy Review of exam 2
APR 11	Corsini: Rational-Emotive Therapy, cont.,
APR 14	DUE: Corsini, Cognitive Therapy
APR 16	Corsini: Cognitive Therapy, cont.
APR 18	DUE: Corsini, Behavior Therapy DUE: Darrow, Behavioral Approach to Music Therapy Review for exam 3
APR 21	Exam 3 - Corsini and Darrow
APR 23	DUE: Corsini, Gestalt Therapy Review of exam 3 Intervention demos assigned
APR 25	DUE: Corsini, Existential Psychotherapy, Multimodal Therapy
APR 28	DUE: Corsini, Family Therapy Discussion: Reality Therapy
APR 30	Intervention demos – psychiatric care
MAY 2	Intervention demos - psychiatric care Review for exam 4
MAY 5	Exam 4 - Corsini
MAY 7	Review of exam 4 Preparation for final exam

FINAL EXAM:	TBA