Syllabus for
MUT 303 Music Therapy I: Developmental
2 credit hours
Fall 2015

I.   COURSE DESCRIPTION

An examination of music therapy techniques used in the special education setting and current legislation related to education and care of students with disabilities. 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.
Prerequisites: MUT 153 and 156
Corequisite: MUT 305

II.   COURSE GOALS

A.   Theoretical Foundation
1.   Examine various theories underlying the use of music as a learning tool for children and adolescents with developmental and other disabilities.
2.   Examine the functions of music and effects of musical experiences in special education settings.

B.   Clinical Application
1.   Survey the basic characteristics of children and adolescents with disabilities currently served by music therapists.
2.   Develop an understanding of appropriate therapeutic goals and interventions within the context of the music therapy treatment process.
3.   Explore clinical techniques for music therapy in special education and learn the role of the music therapist as an educational team member.
4.   Engage in self-examination as needed for the development of clinical skills.

C.   Research Literature
1.   Establish familiarity with current literature and research resources in music therapy for children and adolescents with disabilities.
2.   Develop competence in locating and effectively using research literature for the target population.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

1.   Define current populations of children and adolescents with disabilities as observed in educational settings.
2.   Discuss current legislation and research regarding children and adolescents with disabilities and music/music therapy services.

3. Evaluate assessment instruments and models utilized with students who may have disabilities.
4. Develop specific techniques and skills for developing functional instructional programs for the successful integration of students with disabilities into home/school/community environments.
5. Research, organize, write, and present a professional paper focused on a target population in a music therapy setting.
6. Develop a philosophy of music therapy based on one's personal value system and focused on providing service for children and adolescents with disabilities.
7. Apply basic knowledge of principles and methods of music therapy assessment, treatment, evaluation, and termination for the special education population specified in the AMTA Standard of Clinical Practice.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

Adamek, M. S. & Darrow, A. A. (2005). *Music in special education,* Silver Spring, MD: AMTA. ISBN: 978-1884914263.

Darrow, A. A. (Ed.) (2004). *Introduction to approaches in music therapy,* Silver Spring, MD: AMTA. ISBN: 978-1884914126.

Standley, J. M. (2002). *Music techniques in therapy, counseling, and special education (2nd Ed.),* St. Louis: MMB Music. ISBN: 978-1884914195.

Wilson, B. L. (Ed.) (2002). *Models of music therapy interventions in school settings (2nd Edition),* Silver Spring, MD: AMTA. ISBN: 978-1884914041.

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.

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
    b.   Failing to meet group assignment or project requirements while claiming to have done so;
    c.   Failing to cite sources used in a paper;

d.	Creating results for experiments, observations, interviews, or projects that were not done;
e.	Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4.	Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5.	Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
   a.	The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
   b.	By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B.	Department Policies and Procedures

Music Department policies and procedures are in the department's student handbook.

C.	Course Policies and Procedures

1.	Assignments
   a.	Assigned readings
   b.	Task analysis demonstration
   c.	Intervention demonstration
   d.	Video analysis report
   e.	Quizzes
   f.	Formal presentation and paper (handouts to follow)
   g.	Presentation
      (1)	Presentation (See Academic Calendar)
      (2)	Paper
         (a)	Paper should be written in APA style
         (b)	Content of paper should incorporate music therapy applications based on JMT, MTP, and PsychInfo articles (scientific journals); include APA style citations within paper
         (c)	Include a Reference List in APA style
         (d)	Length of paper: 7 – 10 pages double-spaced (NOT including Reference List)
   h.	Southwestern Region, American Music Therapy Association national conference attendance/reports: It is very important that students attend the American Music Therapy Association's Southwestern Regional 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 contributing to formal presentations and becoming actively involved with SWAMTAS via business meetings and holding of offices. Students attending the 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.

2. Grading Policies
   a. All assignments are due at class time of the due date indicated on the course calendar. Assignments handed in after class on the due date are considered one academic day late. A minimum of 20 percent is deducted for each academic day (Monday – Friday) late.
   b. No extra credit is given.
   c. Incompletes are rare and may be granted (with proper documentation) in the case of severe health emergencies or death in the immediate family. Grades are posted using the university system Students may review or discuss grades with the instructor at any time.
   d. Grade points are earned as follows:

Assignment	Possible Points
Task analysis demonstration	5
Intervention demonstration	10
Video analysis report	5
Presentation	15
Research paper	15
Quiz (5 Quizzes x 10 points)	50
Total Possible:	100

3. Grading Distribution
   A = 90–100%   B = 80–89%   C = 70–79%*   D = 60 – 69%   F = Below 60%

*In order to meet American Music Therapy Association (AMTA) standards, music therapy students are expected to obtain a grade of C or better in all core music therapy courses.

VI.   COURSE CALENDAR

_____

Week 1	Overview Practicum discussion Typical child development Due: weekly schedules and preferences Adamek & Darrow Chapter 1, Current Profile of Students with Disabilities in Public Schools with Implications Wilson Chapter 1, Increasing Access to Music Therapy
Week 2	Adamek & Darrow Chapter 2, History of Special Education and the Impact on Music Programs Quiz 1 Wilson Chapter 3, The Evolution of Special Education
Week 3	Adamek & Darrow Chapter 3, Inclusion Principles and Practices Wilson Chapter 4, Research on Mainstreaming Adamek & Darrow Chapter 4, Teaching Strategies for Successful Inclusion Adamek & Darrow Chapter 5, Motivation and Management Techniques in the Music Setting Quiz 2 Task Analysis assigned
Week 4	Due: Task Analysis demonstrations Task Analysis demonstrations Adamek & Darrow Chapter 6, Music Education and Music Therapy Service Delivery Options Wilson Chapter 6, Models of Service Delivery
Week 5	Wilson Chapter 5, A Special Education Music Therapy Assessment Process SEMTAP Video analysis report
Week 6	Adamek & Darrow Chapter 7, Students with Behavior Disorders Wilson Chapter 10, Music Therapy for Juvenile Offenders in a Residential Treatment Setting Quiz 3 Lecture Recital & Off Campus Presentation Instructions
Week 7	Adamek & Darrow Chapter 8, Students with Cognitive Disabilities Wilson Chapter 11, Music Therapy for Learners with Severe Disabilities in a Public School Setting Wilson Chapter 13, Music Therapy for Learners with Learning Disabilities Intervention Demonstration Assignment
Week 8	Wilson Chapters 16 and 17, Music Therapy in Early Education Quiz 4
Week 9	Nordoff-Robbins (Darrow: Approaches) Intervention Demonstrations

Week 10	Adamek & Darrow Chapter 9, Students with Communication Disabilities
	Wilson Chapter 12, Music Therapy for Learners with Autism
	Adamek & Darrow Chapter 10, Students with Vision Loss
	Adamek & Darrow Chapter 11, Students with Hearing Loss

Week 11	Due: Call for papers for offsite presentations
	Quiz 5
	Adamek & Darrow Chapter 12, Students with Physical Disabilities
	Wilson Chapter 8, Getting Music Therapy Into the Public Schools
	Contractual MT/Private Practice

| Week 12 | Musical Plays |
| | In class demonstration: Musical Plays |

| Week 13 | Off Campus Presentation |

| Week 14 | Off Campus Presentation |

| Week 15 | Final Exam |

Course Inventory for ORU's Student Learning Outcomes
MUT 303 — Music Therapy I: Developmental
Fall 2015

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive** Proficiencies/Capacities				
1A	Biblical knowledge				x
1B	Sensitivity to the Holy Spirit		x		
1C	Evangelistic capability			x	
1D	Ethical behavior	x			

2	**Outcome #2 – Intellectually Alert** Proficiencies/Capacities				
2A	Critical thinking		x		
2B	Information literacy	x			
2C	Global & historical perspectives			x	
2D	Aesthetic appreciation			x	
2E	Intellectual creativity	x			

3	**Outcome #3 – Physically Disciplined** Proficiencies/Capacities				
3A	Healthy lifestyle	x			
3B	Physically disciplined lifestyle		x		

4	**Outcome #4 – Socially Adept** Proficiencies/Capacities				
4A	Communication skills	x			
4B	Interpersonal skills	x			
4C	Appreciation of cultural & linguistic differences	x			
4D	Responsible citizenship		x		
4E	Leadership capacity	x			