

Syllabus for  
**MUT 153 – Introduction to Music Therapy**  
2 credit hour  
Fall 2016

I. COURSE DESCRIPTION

A survey of the scope and variety of practices in the music therapy profession. Covers topics such as the history of music therapy, current research, and methodologies used in treatment plans. Includes musical styles through composed songs and helps develop improvisational skills for use in music therapy sessions for a variety of clinical populations.

Co-requisite: MUT 156

II. COURSE GOALS

A. Theoretical Foundation

1. Explain various theories underlying the use of music as a therapeutic tool.
2. Discuss the function of music and the effects of musical experiences.
3. Demonstrate knowledge of the historical development of the music therapy profession.

B. Clinical Application

1. Determine the basic characteristics of the most common clinical populations 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 the clinical settings in which music therapists are employed and the role of the music therapist as a treatment team member.
4. Engage in self-examination as needed for the development of clinical skills.
5. Gain an awareness of professional ethics.

C. Research Literature

1. Establish familiarity with current literature and research sources in music therapy.
2. Develop competence in the ability to locate and effectively use research literature.

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. Describe the historical origins of the field and profession of Music Therapy.
2. Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the AMTA Standards of Clinical Practice.
3. Analyze the components of music and their relation to music therapy.
4. Identify the basic elements of the music therapy treatment processes.

5. Apply basic knowledge of existing music therapy methods, techniques, materials, and equipment with their appropriate applications as music is intentionally and functionally used in the healthcare profession.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

##### 1. Required Textbooks:

Davis, W. B., Gfeller, K.E., & Thaut, M. H. (2008). *An introduction to music therapy theory and practice*. New York: McGraw-Hill. ISBN: 978-0697388605.

Hanser, S.B. (1999). *The new music therapist's handbook*. Boston: Berklee Press. ISBN: 978-1884914195.

#### IV. 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. School and/or Department Policies and Procedures  
Music Department policies and procedures are in the department's student handbook.
- C. Course Policies and Procedures
1. Evaluation Procedures
    - a. Course Assignments
      - (1) Sharing Music: Each student must bring their favorite piece(s) of music into the class and provide the composer(s), title(s) of music (song), performer(s), and personal benefits from listening to the music. The student will also write about how they would use the favorite music in a therapeutic setting and give an oral presentation in class which includes one actual piece of music and a story about its significance in his or her life.
      - (2) Observation & Measurement assignments: These must be conducted in a social, educational, or therapeutic setting. Observation reports must be typed and follow technical writing formats discussed in class.
        - (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.
        - (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 or Planned Activity check - one placheck recording (maximum 5 minutes between observations) for at least 30 minutes.

- (3) Music Therapy Assessment Form: Each student will develop and submit a music therapy assessment form for one clinical population. The assessment must include all relevant information regarding the patients, their functional domains, and their musical responses.
- (4) Clinical Observations: Each student will observe 3 real music therapy sessions via in-class video. Following each observation, students must submit an Observation Report consisting of a description of the interventions used and client responses, as well as their personal reaction to what they observed. A detailed format for the Observation Reports will be provided in class.
- (5) Music Therapy Report & Intervention: Each student will write a paper addressing the following: Their own definition of Music Therapy and original ideas for the use of music in one clinical population. In addition, each student will develop a music therapy intervention for the selected clinical population. Students must include a brief description of the population (i.e., symptoms, deficits, and needs), music therapy goal(s) and objective(s), and step-by-step procedures. This paper must be typed, double-spaced, and should be 3-4 pages in length. Each student will present their own music therapy intervention with a brief explanation/justification of the music therapy protocol.
- (6) Exams: Each student will complete one mid-term and one final examination. For both exams, students will be responsible for information from all readings, lectures, group discussions and class demonstrations. Review sessions will be provided in class prior to each exam. The final exam will not be cumulative. No make-up exams will be given except in the case of student illness as verified by a physician's note.

b. Grading Policies:

<u>Assignment</u>	<u>Points</u>
Sharing Music	5
Observation & Measurement	15
Music Therapy Assessment	10
Observation Reports (5 pts. each)	15
Music Therapy Report & Intervention (5 pts. Written work; 10 pts. Presentation)	15
Mid-term Exam	20
<u>Final Exam</u>	<u>20</u>
Total:	100

c. 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

<b>Week</b>	<b>Topic &amp; Assignments</b>	<b>Reading</b>
1	Introduction to the Course /Music Therapy Aptitude Test Discussion: What do you know about Music Therapy? Clinical Practice in Music Therapy	DGT Ch.1
2	History of Music Therapy Profession Functions of Music	DGT Ch.3 Hanser Ch.1, 8
3	Music as Therapeutic Tool Treatment Plan Process	DGT Ch.3, 15 Hanser Ch.2,3,4
4	Observation & Measurement Music Therapy Assessment Due: Recording - Observation & Measurement	Hanser Ch.5,6,7
5	MT for person's with Intellectual Disabilities Due: MT Assessment Form	DGT Ch.4
6	MT for persons with Autism Spectrum Disorders Observation Report # 1 MT for persons with Sensory Disorders	DGT Ch.5
7	MT for persons with Physical Disorders Midterm Exam	DGT Ch.6 13
8	MT Practice in Gerontology MT intervention for Elderly Population	DGT Ch.7
9	Mental illness and Treatment MT Treatment of Behavioral-Emotional Disorders Observation Report # 2	DGT Ch.8, 9
10	MT in Neurologic Rehabilitation Observation Report # 3	DGT Ch.10
11	MT in Medicine and Wellbeing MT in Hospice	DGT Ch.11, 12
12	MT in Special Education Due: Music Therapy Final Report & Intervention	DGT Ch.14
13	Student Presentation: MT Intervention	
14	One-on-One Interview with Dr. Lim Final Exam	
15	???	

## Course Inventory for ORU's Student Learning Outcomes

### MUT 153 – Introduction to Music Therapy Fall 2016

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
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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		