

Syllabus for
MUT 256 Instrumental Skills for Music Therapy Settings
1 credit hour
Spring 2024

I. COURSE DESCRIPTION

Study of instrumental skills as applied in the music therapy setting utilizing keyboard, guitar, percussion, autoharp, electronic, and other instruments. Designing music therapy interventions utilizing various instruments and facilitating ensembles will be included.

Prerequisite: Music or music therapy majors only.

II. COURSE GOALS

- A. Achieve competency performing on instruments that are commonly used in music therapy clinical settings.
- B. Implement the acquired instrumental skills for various music therapy settings serving various clinical populations.
- C. Design and facilitate effective music therapy interventions using various instruments.
- D. Learn how to enhance clients/patients' musical experience in music therapy settings.

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. Play autoharp, tone chimes, common rhythm instruments, guitar, Q-chord, Orff instruments, piano, and electronic instruments and utilize music technology as appropriate for music therapy applications.
- 2. Adapt any of the above instruments to meet the needs of the music therapy client.
- 3. Demonstrate song leading, song writing, and self-accompaniment skills appropriate to the music therapy setting.
- 4. Participate in ensembles utilizing various instruments and various role played therapy populations.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks:

The Ultimate Fake Book: C instruments, 3rd ed. (1998). Milwaukee: Hal Leonard, Inc.
ISBN: 978-0793529391.

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. Tests: Use of assigned instruments in MT interventions
- b. Demonstration of instrument adaptations and correlating intervention plans
- c. Participation in class activities and discussions
- d. Organization of resources
- e. Competency exams
- f. Final exam (see calendar)

2. Grading Plan

- 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:

<u>Exams/Assignments</u>	<u>Possible Points</u>
Tests (6) (7 pts. for presentation & 3 pts. for written intervention plan)	60
Competency (5 pts. for each) (1) Relaxation with Guitar (2) Improvisation on Piano (3) Gait Training with Auto Harp	15
Making/Adapting Instrument	5
Final Exam:	
(1) Song Writing	10
(2) Piano	10
Total	100

- 3. Grade Distribution:
A= 90-100% B=80-89% C=70-79% D=60-69% F= Below 60%

VI. COURSE CALENDAR

Week	Topics	Assignments
1	Introduction Piano accompaniment: Scale & Arpeggio for 12 keys Piano accompaniment: Different accompaniment styles	
2	Piano accompaniment: singing + Piano accompaniment Piano Improvisation 16 bars- chord progression in more than 3 different keys	Piano Improvisation Competency Test Piano Improvisation: Improvise melodies on the piano or Improvised singing with piano accompaniment
3	Use of Electronic Keyboard in MT Intervention	*Each student must submit the typed MT intervention plan including target population, non-musical goal and objectives, summary of musical experience in therapy, and step-by-step procedures. *Each student must arrange the simulative MT session (i.e., participants, instruments, and session materials)
4	Autoharp	Autoharp Competency Test The song for the test must include more than 3 different chords
5	Q-Chord and Use of Q-Chord in MT intervention	•Each student must submit the typed MT intervention plan including target population, non-musical goal and objectives, summary of musical experience in therapy, and step-by-step procedures. •Each student must arrange the simulative MT session (i.e., participants, instruments, and session materials) •The presented music/song must include more than 3 different chords and utilize different rhythm functions for Q-chord.
6	Making/Adapting Instrument	Student Presentation & Demonstration
7	Use of Tone chime/Boom whacker in MT Intervention I	
8	Use of Tone chime/Boom whacker in MT Intervention II	Use of Tone chime/Boom whacker in MT Intervention •Each student must submit the typed MT intervention plan including target population, non-musical goal and objectives, summary of musical

		<p>experience in therapy, and step-by-step procedures.</p> <ul style="list-style-type: none"> •Each student must arrange the simulative MT session (i.e., participants, instruments, and session materials) •The presented music/song must include more than 3 different chords
9	Orff Instruments: Arranging Orff Ensemble and Orff Improvisation	
10	Arranging Ensemble in MT Intervention	<p>Ensemble intervention must include more than 3-chordal instruments (e.g., guitar, bass guitar, keyboard, Q-chord, and Autoharp) and 3 rhythm/percussive instruments.</p> <ul style="list-style-type: none"> •Each student must submit the typed MT intervention plan including target population, non-musical goal and objectives, summary of musical experience in therapy, and step-by-step procedures. •Each student must arrange the simulative MT session (i.e., participants, instruments, and session materials)
11	Guitar Improvisation: 16 bars-chord progression with improvised melody singing; Guitar & Poem	<p>Guitar Competency Test: (1) Guitar improvisation or (2) Use of Guitar and Verbal Script</p>
12	Use of Music Technology in MT Intervention	<p>Use of Music Technology in MT Intervention</p> <ul style="list-style-type: none"> •Each student must submit the typed MT intervention plan including target population, non-musical goal and objectives, summary of musical experience in therapy, and step-by-step procedures. •Each student must arrange the simulative MT session (i.e., participants, instruments, and session materials)
13	Song Writing	
14	Song Writing II	
15	Final Exam : Song Writing and Piano Accompaniment & Improvisation	

Program Outcome Alignment: MUSIC THERAPY

This program contributes to the University 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.

Program Outcome alignment with University Outcomes	Significant	Moderate	Minimal	None
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Spiritual Integrity				
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.			

Personal Resilience				
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.			
Outcome 17 <small>AMTA Standard 8</small>	Music Therapy Students will complete 1200 hours of clinical training including a full-time music therapy internship training at AMTA approved internship site with MT-BC's clinical supervision on a regular basis.			

Intellectual Pursuit				
Outcome 3 <small>NASM 8.B.2.a-b</small>	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.			
Outcome 4 <small>NASM 8.B.1.c</small>	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.			
Outcome 5 <small>NASM 8.B.2.a</small>	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.			
Outcome 6 <small>NASM 8.B.2.a</small>	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.			
Outcome 7 <small>NASM 8.B.4</small>	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.			
Outcome 10	Music Therapy Students will learn to accept clients for music therapy in accordance with specific criteria of a			

AMTA Standard 1	cognitive, communication, psychological, educational, social, or physiological need.				
Outcome 11 AMTA Standard 2	Music Therapy Students will develop and administer the music therapy assessment which includes the general categories of psychological, cognitive, communicative, social, and physiological functioning focused on the client's needs and strengths, culture, as well as the client's responses to music, music skills and musical preferences.				
Outcome 12 AMTA Standard 3	Music Therapy Students will develop an individualized treatment plan based upon the music therapy assessment, the client's prognosis, and applicable information from other disciplines and sources.				
Outcome 13 AMTA Standard 4	Music Therapy Students will practice delivering services according to the written treatment plan with established therapeutic goals and objectives and providing the highest level and quality of music involvement consistent with the functioning level of the client by reflecting his or her best abilities as a musician.				
Outcome 14 AMTA Standard 5	Music Therapy Students will practice documenting the client's referral to music therapy, assessment, placement, treatment plan, and ongoing progress in music therapy in a manner consistent with federal, state, and other regulations and policies.				
Outcome 15 AMTA Standard 6	Music Therapy Students will learn how to terminate music therapy services when the client has attained stated goals and objectives, fails to benefit from services, can no longer be scheduled, or is discharged based on scheduling periodic reevaluation to determine the need for follow-up services.				
Outcome 16 AMTA Standard 7	Music Therapy Students will obtain knowledge of current developments in research, theory, and techniques in music therapy related areas specific to the populations and therapeutic settings.				

Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).				
Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.				

