

Music Therapy (M.M.T.)

About The Program :

The M.M.T. degree program in Music Therapy is designed to provide professional music therapists with advanced clinical training, supported by studies in research, theory, and ethics. The curriculum focuses on two areas: Music Medicine and Music Psychotherapy. A broad range of clinical populations, orientations, practices, and research paradigms is presented, and opportunities for self-directed learning are provided through independent study projects. Emphasis is given to integrating professional and personal development through self-experiences in Music Therapy. The program in Music Therapy is led by four world-renowned music therapists.

Career Options: Graduates typically find employment in a variety of areas, including community mental health agencies, day care facilities, educational institutions, general and psychiatric hospitals, nursing homes, rehabilitation centers, and in private practice. Graduates may combine clinical work with research in the above areas of practice. The program also provides preparation for doctoral study in Music Therapy and related disciplines.

Prerequisites for Admission:

- Bachelor's Degree in Discipline/Related Discipline: A baccalaureate degree in Music Education, Music History, Music Performance, or Music Theory is required.

Areas of Specialization:

The M.M.T. in Music Therapy provides two tracks of advanced study, with a variety of course offerings in each track:

- The Music Medicine Track provides didactic and experiential training in how music and the client-therapist relationship are used to facilitate mind-body communication and health.
- The Music Psychotherapy Track provides didactic and experiential training in how music and the client-therapist relationship are used to promote emotional and interpersonal growth.

Coursework is designed to give students in-depth knowledge of creative, receptive, recreative, and verbal methods of Music Therapy; the ability to utilize and integrate these methods within medical and psychotherapeutic settings and with a broad range of clientele; the ability to apply theory and research to practice; and an understanding of ethical issues in practice and research. In order to relate theory, research, and practice, all courses involve extensive readings along with experiential training in their clinical applications. Additional requirements are a final project and courses on both quantitative and qualitative approaches to research. The experiential components of the program are designed to sensitize students to the effects of their own personality on the client, the music, and the therapy process, while also identifying ethical issues indigenous to music therapy practice. Various theoretical orientations are presented for medical and psychotherapeutic areas of practice.

Requirements of Programs:

- **Total Credit Hours:**
 - 36 for the M.M.T.
 - 63 for the Music Therapy/Combined Master's Equivalency Program
 - 12 to add the Licensed Professional Counselor option

- **Culminating Events:**

Comprehensive Examination:

Upon completion of the final projects and with permission of the Program Coordinator, the student may request permission to take the written qualifying examination. Students should contact the Program Coordinator regarding administration dates of the comprehensive examination.

The written qualifying examination in Music Therapy does not limit its scope to the coursework taken at Boyer College of Music and Dance. Instead, the student is expected to study comprehensively in preparation for this examination. The written qualifying examination in Music Therapy covers:

1. Basic methods and techniques of Music Therapy.
2. Principles of assessment and evaluation.
3. Various client populations.
4. Various theoretical approaches to individual and group therapy.
5. Existing research literature and research approaches.
6. Professional ethics.

Final Project: As part of the Music Therapy curriculum, students undertake a final project that encompasses a pilot research study.

- **Additional Requirements:**

Diagnostic Examination: The Diagnostic Examination in Voice, Piano, and Guitar is required for all students entering the master's degree program in Music Therapy. The examination covers two broad areas of competence:

1. the ability to sing and play a large repertoire of songs from the standard, popular, traditional, folk, rock, or country literature; and
2. the ability to sight-sing and sight-harmonize songs from a fake book.

For the examination, students bring a list of at least 12 songs that they are prepared to sing and play. The examiners then select one or more songs to be sung and played on the piano, and one or more to be sung and played on the guitar. In the next portion of the examination, students are asked to sight-sing and sight-harmonize tunes from a fake book, using piano and guitar as accompaniments.

If a student has not studied voice, piano, and/or guitar, or if the student is not prepared to play popular music or use a fake book, s/he may waive any or all portions of the examination and opt to take the appropriate remedial course(s). This is not unusual. Most students entering the program need instruction or practice in one or more of these areas. Students are therefore encouraged to view this as merely a placement examination. Depending on each student's background and competence, as demonstrated on the examination, students may be placed in the following remedial courses for 1 credit each:

Guitar I — Carefully sequenced developmental technical exercises designed to achieve competency with basic chord formations in all keys.

Guitar II — A continuation of Music Education 1658 (0058) in which skills are further developed to include positions and more advanced folk and popular accompaniment techniques.

Functional Voice I — Students will learn how to use their voices appropriately and safely in clinical situations; how to sing standard clinical repertoire by memory. NOTE: A two-semester sequence for Music Therapy majors.

Functional Voice II — A continued development of skills learned in Functional Voice I, where students will learn techniques on eliciting singing responses from various client populations. NOTE: A two-semester sequence for Music Therapy majors.

Functional Piano I — Students will develop functional skills and repertoire for leading and accompanying vocal and instrumental activities in the music therapy setting.

Functional Piano II — A continued development of skills learned in Functional Piano I, where students continue to learn functional skills for accompanying therapy sessions.

Functional Guitar I — Students will develop functional singing and accompanying skills on guitar using the music therapy song literature. Second semester is a continuation.

Functional Guitar II — A continuation of skills learned in Functional Guitar I, where students continue to learn various techniques and accompanying skills on guitar.

Voice Class — Voice class for music majors as specified for curriculum. NOTE: Class meets two hours per week.

Jazz Secondary Piano — Continuation of voicing techniques, sight reading, comping, improvisation, and advanced jazz voicings.

Jazz Class Piano — Arranged each semester. Please consult with the instructor. NOTE: Course required for 1) all undergraduate music therapy majors with a piano concentration and 2) graduate music therapy majors who failed the diagnostic piano test and have the necessary piano technique.

Credits earned in required remedial courses do not apply toward the master's degree.

NOTE: All students must present themselves for the Diagnostic Examination at the designated time. Students who wish to waive any portion of the examination by taking the

remedial courses are still required to present themselves for the scheduled Diagnostic Examination, unless they send written notification to the Music Therapy faculty stating their intent to waive all portions of the exam. When students waive all portions of the exam, they are required to take all remedial coursework without any further opportunity for taking or retaking the examination.

Clinical Experience:

Ongoing clinical experience is required.

Professional Development Policy:

In addition to taking the required subjects for their degrees, all students in the Boyer College of Music and Dance are obligated to serve in a number of capacities in order to enrich their academic and musical expertise. Boyer College of Music and Dance believes that such experiences give impetus to successful professional careers. Among the duties that may be required are conducting laboratory classes; tutoring; teaching private lessons; coaching; participating in the distribution and inventory control of Temple University-owned musical instruments and instructional materials; participating in ensembles; accompanying; performing at admissions and open house events; supervising performance classes; and engaging in other academic activities.

Independent Study Courses:

Independent study courses provide a special opportunity for graduate students to work in a highly individualized setting with one or more faculty members. All such study must receive the approval of the faculty member providing the instruction, the students' major advisor, and the Associate Dean. Approval is granted only after the student has presented a detailed description of the intended independent study project. Approval of independent study projects is granted only for students whose academic and musical record provides substantial support for the benefits of this type of study. In no case may more than 20% of a graduate student's curriculum be taken as independent study. Private lessons beyond those required in the curriculum are not an appropriate form of independent study.

Acceptable English:

All students, including those for whom English is not the native language, are expected to present all written work in acceptable English. No double standard exists to differentiate students on the basis of proficiency in the use of the English language. Students are also responsible for becoming familiar with the College's statement on plagiarism and academic honesty.

Applied Music Study:

1. Graduate students in non-performing curricula may take up to 6 credits of applied study toward the degree with the permission of the major advisor. Such non-required lessons may be taken only if the student can pass the normal graduate-level performing audition expected of performance majors. In this event, a fee of \$200, not covered by tuition remission, is charged.
2. Regardless of major, graduate students with a demonstrable performing proficiency that may not meet the more rigorous requirements of a graduate-level audition may, by

audition, qualify to take 2 credits of applied study per term for graduate credit. These courses carry a fee of \$400 plus tuition and may be applied to the non-performing curriculum for degree credit. Up to 6 credits may be taken with the approval of the major advisor.

3. Graduate assistantships and other forms of University-sponsored financial aid do not cover private lesson or Recital Extension fees.

Incompletes:

All incomplete grades must be fulfilled within one year.

Required Courses (Master of Music Therapy)

Core Courses

Qualitative Research in Music Therapy – Students learn to conceive, design, and write a qualitative research study in Music Therapy.

Quantitative Research in Music Therapy – Students learn to conceive, design, and write a quantitative research study in Music Therapy.

Theories of Music Psychotherapy – An examination of how Music Psychotherapy is practiced within various theoretical orientations.

Advanced Music Therapy Clinical Training –

Multicultural Music Therapy – An examination of the specific needs of multicultural clients, with training in specialized Music Therapy approaches and methods. Emphasis is given to the acquisition of skills in ethnic musical forms and multicultural empathy.

Music in Medicine – An examination of research and clinical practice concerning the mind-body-social-spirit relationships and the acquisition of knowledge and skill in Music Therapy approaches to promote biopsychosocial health.

Music Therapy Ethics – An examination of ethical issues in Music Therapy practice, research, education, and supervision.

Models of Clinical Supervision in Music Therapy – An in-depth examination of various models of Music Therapy supervision appropriate for pre-professional and professional clinical work, including psychodynamic, humanistic, and behavioral models. Emphasis is given to the use of Music and Music Therapy techniques as forms of supervision.

Advanced Music Therapy Practicum – Individual and group supervision of initial professional clinical work in Music Therapy.

Electives (15 Credits Worth)

Recommended courses include:

Music Therapy Research – An introduction to quantitative and qualitative research in Music Therapy, with emphasis on developing skills in reading and evaluating studies.

Music Therapy Foundation – An examination of musicological, philosophical, psychological, biological, and sociological foundations for Music Therapy.

Advanced Topics in Music Psychotherapy – An in-depth examination of practice, research, and/or theory in areas of specialization in Music Psychotherapy.

Advanced Topics in Music Medicine – An in-depth examination of practice, research, and/or theory in areas of specialization in Music Medicine.

Music Therapy: Special Topics – An in-depth examination of a particular topic in Music Therapy practice, research, or theory.

Non-Didactic Courses

Project – For master's degree candidates in Music Therapy and Music Education only. Students complete the master's degree final project under faculty supervision.

Required Courses (Music Therapy/Combined Master's Equivalency Program)

Core Courses

Fieldwork in Music Therapy — Supervised field placements where students learn how to plan and conduct music therapy sessions with different client populations.

Fieldwork in Music Therapy II — Supervised field placements where students learn how to plan and conduct music therapy sessions with different client populations.

Fieldwork in Music Therapy III — Supervised field placements where students learn how to plan and conduct music therapy sessions with different client populations.

Music Therapy Overview — An introduction to music therapy theory and practice. Clinical case studies will be used to illustrate general principles of assessment, goal planning, treatment and evaluation.

Psychiatric Music Therapy — An examination of music therapy practice with psychiatric populations (e.g., schizophrenia, affective disorders, PTSD), with laboratory training in how to design and implement music experiences to meet therapeutic goals.

Developmental Music Therapy — An examination of music therapy methods used with children who have developmental problems (e.g., mental retardation, learning disabilities, behavior problems, sensory disorders) with laboratory training in how to design and implement music experiences to meet therapeutic needs.

Medical/Rehabilitative Music Therapy — An examination of music therapy treatment in physical rehabilitation treatment (e.g., brain injury, stroke, cerebral palsy, neuromotor disease) and medical issues (surgery, diabetes, cancer, AIDS) with laboratory training in how to design and implement music experiences to meet therapeutic goals. NOTE: This course is for majors only.

Music Therapy Experiences I: Creative Methods — Students experience creative methods of Music Therapy and explore their therapeutic potential. NOTE: This course is for majors only.

Music Therapy Experiences II: Recreative Methods — Students experience recreative methods of Music Therapy and explore their therapeutic potential. NOTE: This course is for majors only.

Music Therapy Experiences III: Receptive Methods — Students experience receptive methods of Music Therapy and explore their therapeutic potential. NOTE: This course is for majors only.

Music Therapy Clinical Internship — Academic supervision of clinical experiences in music therapy with various client populations. NOTE: Weekly seminars with other interns are required. This course is for majors only.

Qualitative Research in Music Therapy — Students learn to conceive, design, and write a qualitative research study in Music Therapy.

Quantitative Research in Music Therapy — Students learn to conceive, design, and write a quantitative research study in Music Therapy.

Theories of Music Psychotherapy — An examination of how Music Psychotherapy is practiced within various theoretical orientations.

Advanced Music Therapy Clinical Training —

Multicultural Music Therapy — An examination of the specific needs of multicultural clients, with training in specialized Music Therapy approaches and methods. Emphasis is given to the acquisition of skills in ethnic musical forms and multicultural empathy.

Music in Medicine — An examination of research and clinical practice concerning the mind-body-social-spirit relationships and the acquisition of knowledge and skill in Music Therapy approaches to promote biopsychosocial health.

Music Therapy Ethics — An examination of ethical issues in Music Therapy practice, research, education, and supervision.

Models of Clinical Supervision in Music Therapy — An in-depth examination of various models of Music Therapy supervision appropriate for pre-professional and professional clinical work, including psychodynamic, humanistic, and behavioral models. Emphasis is given to the use of Music and Music Therapy techniques as forms of supervision.

Advanced Music Therapy Practicum — Individual and group supervision of initial professional clinical work in Music Therapy.

Electives (15 Credits Worth)

Recommended courses include:

Music Therapy Research — An introduction to quantitative and qualitative research in Music Therapy, with emphasis on developing skills in reading and evaluating studies.

Music Therapy Foundation – An examination of musicological, philosophical, psychological, biological, and sociological foundations for Music Therapy.

Advanced Topics in Music Psychotherapy – An in-depth examination of practice, research, and/or theory in areas of specialization in Music Psychotherapy.

Advanced Topics in Music Medicine – An in-depth examination of practice, research, and/or theory in areas of specialization in Music Medicine.

Music Therapy: Special Topics – An in-depth examination of a particular topic in Music Therapy practice, research, or theory.

Non-Didactic Courses

Project – For master's degree candidates in Music Therapy and Music Education only. Students complete the master's degree final project under faculty supervision.

Required Courses (Master of Music Therapy - Licensed Professional Counselor Program)

Core Courses

Group Counseling — An exploration of the functions of group counseling in meeting client/student needs. Emphasis on theory and principles of group process and on the development of group skills by participation in an experiential group counseling situation. Attention to the practice of effective group leadership skills.

Career Counseling and Development — Theories, strategies, and techniques of career counseling are described and illustrated. Research and theories in career development and decision-making are explored and related to lives of workers. Instruction is given in the work personality, history, and future of work, and needs of special populations.

Introduction to Assessment — Training of students in interpretation and use of various methods of assessment and diagnosis in schools and agencies. Lectures and laboratory procedures are employed to integrate theory and practice.

Concepts in Human Development — Covers the major theoretical orientations and methodological approaches to human development. Uses a life-span approach to cognitive, social, and physical development, genetic influences, parental influences, language and perceptual development, intelligence, peer influences, parenting practices, moral development, and the development of gender identity among other issues.

Courses:

Click [HERE](#) for more information on the courses below.

- Group Counseling
- Career Counseling and Development
- Introduction to Assessment
- Concepts in Human Development
- Qualitative Research in Music Therapy
- Quantitative Research in Music Therapy
- Fieldwork in Music Therapy
- Fieldwork in Music Therapy II
- Fieldwork in Music Therapy III
- Music Therapy Overview
- Psychiatric Music Therapy
- Developmental Music Therapy
- Music Therapy Clinical Internship
- Qualitative Research in Music Therapy
- Quantitative Research in Music Therapy
- Theories of Music Psychotherapy
- Music Therapy Research
- Music Therapy Foundation
- Advanced Music Therapy Clinical Training
- Multicultural Music Therapy
- Music in Medicine
- Music Therapy Ethics
- Models of Clinical Supervision in Music Therapy
- Advanced Topics in Music Psychotherapy

- Medical/Rehabilitative Music Therapy
- Music Therapy Experiences I: Creative Methods
- Music Therapy Experiences II: Recreative Methods
- Music Therapy Experiences III: Receptive Methods
- Advanced Topics in Music Medicine
- Music Therapy: Special Topics
- Advanced Music Therapy Practicum
- Master's Final Project