



Detailed Course Syllabus

Academic Year	2026/2027	Semester	Summer
Study Program	Master's degree in psychology	Specialization/ Major in	Year of Study 2

I. BASIC COURSE INFORMATION

Name	Applying Music Therapy to Children and Adults with Communication Difficulties		
Abbreviation		Code	
Status	elective	ECTS	3
Prerequisites	none		
Total Course Workload			
Teaching Mode	Total Hours	Teaching Mode	Total Hours
Lectures	15	Exercises (A)	30
Class Time and Place	CUC according to the published timetable		

II. TEACHING STAFF

Course Holder

Name and Surname	Ksenija Burić		
Academic Degree	PhD	Professional Title	Assistant professor
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Office Hours	According to the published timetable	Office	

Course Collaborator

Name and Surname	Josipa Gelo		
Academic Degree	Mag. psychology	Professional Title	Assistant lecturer
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Office Hours	According to the published timetable	Office	

Course Collaborator

Name and Surname			
Academic Degree		Professional Title	
Contact E-mail		Telephone	
Office Hours	According to the published timetable	Office	

III. DETAILED COURSE INFORMATION

Teaching Language English

Course Description

Goals of the course:
 To acquaint students with music therapy as a scientifically based discipline and to explain the development, philosophical and theoretical foundations of music therapy, To acquaint students with the needs of children and adults with communication difficulties and the benefits of applying music therapy as a form of intervention, To present the basic, in practice most often used, models, methods and techniques of music therapy, To explain the approaches and goals of music therapy, To create conditions for the acquisition of basic musical skills in the form of instrumental and vocal improvisation. Explain and, through experience, explore the possibilities of using Orff instruments, Adopt the techniques of creating songs and creating dance and movement, Point out the importance of different non-verbal forms of communication, Get to know and present the possibility of building simple instruments from different materials, Create conditions for the acquisition of basic musical skills, Refer to reading and exploring scientific studies of the benefits of music therapy in different therapeutic settings, Encourage the need for lifelong learning and the acquisition of musical skills.

Course content:
 Difference between music pedagogy and music therapy, History of music therapy, Theoretical bases in MT, Basic principles of music therapy, Models and methods in improvisation in MT, Techniques in MT, Goals in MT, Selection of instrument in MT, Importance and role of music therapist, Process MT, Sequence of activities during the session, Setting short-term and long-term goals, Playing rhythm instruments, Creating a song, Designing dance and movement, Individual and group therapy, Documentation, Difference between receptive and active MT

Expected Educational Outcomes
 Understand the difference between music education and music therapy, Know the basic models in MT, Apply basic concepts of music therapy, Set short-term and long-term goals, Know how to choose an instrument for clients, Know how to choose appropriate and suitable music, Connect acquired knowledge and skills, Be able to apply acquired knowledge and skills in working with children and adults with communication difficulties, Write a report and opinion after sessions, Study professional literature

Textbooks and Materials

Required
 Wigram, T., Nygaard Pedersen, I., Ole Bonde, L. (2002), A Comprehensive Guide to Music Therapy. London and Philadelphia: Jessica Kingsley Publishers.
 Wheeler, B.L. (2015), Music Therapy Handbook. New York: The Guilford Press.
 Orff, G. (1980). The Orff Music Therapy. London Schott & Co.
 Orff, G. (1989). Key Concepts in the Orff Music Therapy. London: Schott & Co.

Supplementary
 Nordoff, P. and Robbins, C. (1977/2007) *Creative Music Therapy: A Guide to Fostering Clinical Musicianship*. 2nd edition. Gilsum, NH: Barcelona Publishers.
 Voigt, M. (2013): Orff Music Therapy: History, principles and further development. Approaches: Music Therapy & Special Music Education, Special Issue 5(2), 97-105.

Examination and Grading

To Be Passed	yes	Exclusively Continuous Assessment	no	Included in Average Grade	yes
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Prerequisites to Obtain Signature and Take Final Exam

Regular attendance at classes (at least 70% attendance)
Obtaining a minimum of 35% points (out of a total of 100 points) during class (colloquium, exercises)

Examination Manner

Continuous evaluation of student work through teaching activities
Final exam: - written part - minimum for passing the written exam is an accuracy of 50%
- practical part - musical abilities

Grading Manner

Grading percentage:
1. Teaching activities - 70%:
- practice - 40%
- midterm exam - 30%
2. Final exam - 30%
The numerical grading scale for student work:
excellent (5) - 90 to 100% points
very good (4) - 80 to 89.9% points
good (3) - 65 to 79.9% points
sufficient (2) - 50 to 64.9% points
insufficient (1) - 0 to 49.9 % points

Detailed Overview of Grading within ECTS

ACTIVITY TYPE	ECTS Student Workload Coefficient	GRADE PERCENTAGE (%)
Class Attendance	0,8	0
Practice	0,6	40
Midterm Exam	0,9	30
Total in Class	2,3	70
Final Exam	0,7	30
TOTAL ECTS (Classes + Final Exam)	3	100

Midterm Exam Dates

According to the published schedule

Final Exam Dates

According to the published schedule

IV. WEEKLY CLASS SCHEDULE

Lectures

Week	Topic
1.	The difference between music pedagogy and music therapy
2.	History of music therapy
3.	Theoretical foundations in MT
4.	Models, methods, and techniques in MT
5.	Concepts of music therapy
6.	Nordoff – Robbins and Orff music therapy
7.	Techniques in MT, Objectives in MT
8.	Midterm exam
9.	Selecting an instrument in MT
10.	The importance and role of the music therapist in the MT process
11.	MT process
12.	Sequence of activities during the session, Individual and group therapy
13.	Documentation
14.	Difference between receptive and active MT
15.	Final exam

Exercises

Week	Topic
1.	Practical examples on the topic of music pedagogy. Practical examples on the topic of music therapy activities
2.	Development of divergent thinking. Development of convergent thinking.
3.	Exploring and playing melodic instruments. Exploring and playing rhythmic instruments.
4.	Simple improvisation on rhythmic instruments and using the voice. Simple improvisation on melodic instruments.
5.	Songwriting techniques. Basic concepts in the music therapy process.
6.	Similarities and differences between Orff music therapy and Nordoff Robbins MT The use of the piano and the role of the co-therapist in the MT process.
7.	Techniques of imitation, mirroring, and matching. Application of techniques in musical dialogue.
8.	Setting short-term and long-term goals in the MT process. Midterm exam
9.	Use of rhythmic instruments from Orff's instrumentarium. Use of melodic instruments from Orff's instrumentarium.
10.	Arrangement of the MT environment. The child at the center of the MT process.
11.	MT planning. Activities in MT.
12.	The sequence of activities and visual support. Individual MT session. Group MT session.
13.	Assessment scale in MT. Evaluation in the MT process.
14.	Active MT. Receptive MT.
15.	Final exam