Detaljni izvedbeni plan

Akademska godina: 2026/2027	**Semestar:** Ljetni
Godina studija: 2	**Studij:** Psihologija (R) (izborni) (Diplomski)

I. OSNOVNI PODACI O KOLEGIJU

Naziv kolegija: Applying Music Therapy to Children and Adults with Communication Difficulties	
Kratica kolegija: IZBD294	
ECTS bodovi: 3	**Šifra kolegija:** 295163
Preduvjeti za upis kolegija: Nema	
Ukupno opterećenje kolegija	
Vrsta nastave	**Ukupno sati**
Predavanje	15
Auditorna vježba	30
Mjesto i vrijeme održavanja nastave: HKS – prema objavljenom rasporedu	

II. NASTAVNO OSOBLJE

Nositelj kolegija	
Ime i prezime: Burić Ksenija	
Akademski stupanj/naziv:	**Izbor:** naslovni docent
Kontakt e-mail: ksenija.buric@unicath.hr	**Telefon:**
Konzultacije: Prema objavljenom rasporedu	
Suradnici na kolegiju	
Ime i prezime: Gelo Josipa	
Akademski stupanj/naziv:	**Izbor:** naslovni asistent-predavač
Kontakt e-mail: josipa.gelo@unicath.hr	**Telefon:**
Konzultacije: Prema objavljenom rasporedu	

III. DETALJNI PODACI O KOLEGIJU

Jezik na kojem se nastava održava: English

Opis kolegija	**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.
Očekivani ishodi učenja na razini kolegija	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.
Literatura	
Obavezna	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.
Dopunska	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.
Način ispitivanja i ocjenjivanja	

Polaže se DA	**Isključivo kontinuirano praćenje nastave** NE	**Ulazi u prosjek** DA

Preduvjeti za dobivanje potpisa i polaganje završnog ispita	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)

Način ocjenjivanja	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
Način polaganja ispita	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

Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova

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**

IV. TJEDNI PLAN NASTAVE

Predavanja	
#	**Tema**
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
Auditorne vježbe	
#	**Tema**
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.