University of the Incarnate Word
College of Humanities, Arts, & Social Sciences
Technical Standards and Essential Functions
Required in the Music Therapy Program (MUTH)
10/27/2022

The University of the Incarnate Word (UIW) is committed to providing a supportive, challenging, diverse, and integrated environment for all students. UIW is dedicated to diversity, equity, and inclusion of students who are representative of the diverse populations served by the University.

The UIW Department of Music's Music Therapy (MUTH) program has identified technical standards and essential functions critical to the effective preparation of MUTH students and to their success in the academic and clinical aspects of the program. **Students must be able to fulfill the technical standards with or without reasonable accommodations and acquire the knowledge, skills, and attitudes necessary to meet the program outcomes.** The University is committed to excellence in accessibility and encourages students with disabilities, who are otherwise qualified, to disclose and seek accommodations. The MUTH program's requirements are not designed to deter applicants for whom reasonable accommodation will allow fulfillment of the complete curriculum.

Technical standards establish the knowledge, skills, and aptitudes that a student applicant possesses at admission, indicating their preparation for entry into the program.

Essential functions are the knowledge, skills, and aptitudes that all students must be able to execute, with or without reasonable accommodations, in order to graduate from the program.

Individuals interested in applying for admission to the Music Therapy program should review the technical standards listed below to develop a better understanding of the types of skills, abilities, and aptitudes required to successfully complete the program.

Please note that acceptance to the University does not guarantee admission to the Music Therapy major.

BACKGROUND

According to the American Music Therapy Association, "Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program" (AMTA, 2005).

The Music Therapy program at the University of the Incarnate Word is a professional competency-based degree program that blends academic and experiential learning in order to prepare individuals to enter the music therapy profession. As members of a helping profession,

music therapists work directly with vulnerable populations, and are therefore held to standards and expectations which may exceed those of traditional academic pursuits.

Several music therapy courses contain a required fieldwork component which involves providing clinical services to vulnerable persons at either the UIW Music Therapy Services Center (MTSC) or other community sites. Any clinical fieldwork site may require medical histories, fingerprinting, background checks, vaccinations, and drug analyses to screen students prior to participation at their sites and interactions with their clients. Failure to pass such a screening may result in immediate dismissal from the impacted courses, and possibly from the music therapy major. Additionally, students will be required to maintain liability insurance while enrolled in classes containing a clinical fieldwork component.

To ensure safety of students and community populations, students in the MUTH program are required at all times to maintain programmatic, professional, legal, and ethical conduct and standards and to demonstrate sound judgment in interpersonal relationships.

TECHNICAL STANDARDS

Technical standards *are the knowledge, skills, and aptitudes a student applicant possesses at admission, indicating their preparation for entry into the program.*

Emotional Requirements: Students must have the ability to manage personal emotions and behavior in response to stressful situations produced by both academic study and clinical experiences. The ability to recognize personal emotional responses and maintain a professional demeanor is an essential element of this program.

Behavioral and Social Requirements: Students must possess emotional and social attributes required to exercise good judgement, maintain composure, promptly complete all responsibilities as they relate to the care of a client, and develop mature, sensitive, and effective relationships with clients and other members of the health care team. Students must also be able to adapt to an ever-changing environment, tolerate physically taxing workloads, and maintain their composure during highly stressful situations. Respect, empathy, honesty, integrity, accountability, interest, and motivation are necessary personal qualities. Students must demonstrate ethical behavior at all times. Students must possess the ability to recognize the personal need for help and seek help effectively.

Cognitive Requirements: Students must have the mental capacity to learn and assimilate a large amount of complex, technical, and detailed information. They must also be able to solve problems through critical analysis and collect data necessary to develop and implement a therapeutic plan.

Communication Requirements: Students must be able to read, write, communicate, and understand the English language at a level consistent with competent professional practice, including but not limited to, the ability to establish rapport and communicate effectively and sensitively with clients, family members and caregivers, support staff, administrators, and

medical and allied medical personnel and colleagues, including individuals from diverse backgrounds. Students must additionally be able to record and discuss a client's treatment plan, goals, objectives, and progress clearly and accurately. Ability to perceive, comprehend, and respond effectively to oral, written, electronic, and non-verbal communication is required.

Neurosensory Requirements: Students must possess sufficient postural and neuromuscular control, sensory function, gross motor skills, fine motor dexterity, and coordination to attain functional music competence (as defined by AMTA) using voice, piano, guitar, and percussion instruments.

ESSENTIAL FUNCTIONS

Essential functions *are the knowledge, skills, and aptitudes that all students must be able to execute, with or without reasonable accommodations, in order to graduate from the program.*

The MUTH program is a competency-based program, in which students must be able to demonstrate competency in several skill areas (music foundations, clinical foundations, music therapy) to obtain a degree. Students who complete the MUTH program will have met all academic and clinical training requirements set by the American Music Therapy Association (AMTA) and will be eligible to sit for the national Music Therapy Board Certification Exam administered by the Certification Board for Music Therapists (CBMT). Therefore, in order to graduate from the MUTH program, students must demonstrate entry-level proficiency in each of the AMTA Professional Competencies (http://www.musictherapy.org/about/competencies), including but not limited to:

- Ability to develop appropriate interpersonal relationships with persons of all ages and abilities by communicating and responding to others' individual needs. This includes verbal and nonverbal skills such as directing, questioning, listening, facial affect, and body language
- Functionally proficient clinical musicianship skills on guitar, piano, voice, and percussion, as well as functional working knowledge of repertoire for persons of varied ages and cultural backgrounds
- Therapeutic values including nonjudgmental perception of others' beliefs and values, social concern, empathy, and congruence in relationships
- Cognitive ability to grasp, relate, transfer, synthesize, and apply academic knowledge in a clinical music therapy setting
- Personal and professional attributes of maturity, dependability, timeliness, reasoned approach to problem solving, ability to perceive and adjust to situational realities, ability to cope with change, ability to cope with stress, and ability to adequately manage self-care needs

Students whose personal issues significantly impede their ability to contribute to therapeutic change in clients or whose personal conduct does not meet minimal standards for perceived safety of vulnerable clients in clinical settings may be dismissed from the MUTH program at any point in their course of studies. Students with personal issues that prevent demonstration of these

basic competencies will be advised to seek counseling from UIW Behavioral Health Services (http://my.uiw.edu/counseling/index.html) and/or counseled to select other majors.

ACCESSIBILITY

UIW ensures that access to its facilities, programs, and services are available to students with disabilities and provides reasonable accommodations to students as outlined Section 504 of the Rehabilitation Act of 1973, and, where and as applicable, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in the Music Therapy program. To be eligible for reasonable accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973.

Students who, after review of the MUTH program's technical standards and essential functions, determine that they require reasonable accommodations to fully engage in the program, should contact Student Disability Services at 210-829-3997 or https://my.uiw.edu/sds/index.html to confidentially discuss their accommodations. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive, therefore timely requests are essential and encouraged. This process is based on the knowledge that students with disabilities can become successful Music Therapy professionals.

Accommodations for Music Therapy Board Certification Exam: Individuals should be aware that the Certification Board for Music Therapists will provide reasonable accommodations on the Board Certification examination for students that qualify. For more information on the current policies and procedures related to disabilities and accommodations offered for the Music Therapy Board Certification exam, individuals should refer to the Examination Candidate Handbook, located on the CBMT website at https://www.cbmt.org.

Temporary Disabilities: Student Disability Services will review, on a case-by-case basis, accommodation requests for students with temporary disabilities.