I. COURSE DESCRIPTION

Supervised pre-clinical experience in community settings; each semester of study is correlated with the population being considered in the corresponding core music therapy course. Includes not only music therapy knowledge and skills, but also how to use them to make a difference in the community to improve the quality of life. (Requires a minimum of 12 documented hours of community engagement.)

Prerequisite: MUT 153 and 156
Corequisite: MUT 353

II. COURSE GOALS

1. Determine the operations and services provided by community facilities for geriatric patients.
2. Apply acquired music therapy skills in a practicum setting with geriatric patients.
3. Verbally communicate practicum treatment plans and experiences to peers as well as staff for discussion, evaluation, and revision.
4. Develop appropriate and accurate verbal skills to relate to others (clients, other MT-BCs, other staff); to develop use of professional terminology to describe ways that music interventions are structured for therapy in the geriatric-care setting.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives
   As a result of successfully completing this course, the student will be able to do the following:
   1. Apply basic knowledge of principles and methods of music therapy assessment, treatment, evaluation and termination for the populations specified in the AMTA Standard of Clinical Practice.
   2. Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.
   3. Forming music therapy plans and implementing those plans, structuring music and non-music, verbal and nonverbal events and behaviors within a positive approach as antecedents and reinforcers to increase the probability of reaching therapy objectives.
   4. Evaluation of progress and documentation.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbook:

Recommended Textbook:
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. School and/or Department Policies and Procedures
   Music Department policies and procedures are in the department’s student handbook.

C. Course Policies and Procedures
   1. Assignments
      a. A minimum of twelve total music therapy service/session hours are required at the practicum sites outside of the campus community or ORU
music therapy clinic. Unless otherwise arranged, sessions are to be divided as follows:

1. One hour sessions, one day per week, for 10 weeks (total of 10 hours).
2. One full day or two half days observing an MT-BC in a developmental setting (minimum of 2 hours of client contact). Students may work in pairs or independently with professor approval.
3. A contract should be signed by each student and the student’s site supervisor for each site (total of 2 contracts per student).
4. Each student should keep a written log for the observation practicum and an additional log for the clinical practicum.
5. The Observation Log should follow the format below, with a separate page for each session entry:
   a. Title “Session Evaluation”
   b. Number of session (1-5 or more)
   c. Date of session (same date for each session for one-day observation)
   d. Start and end times
   e. Population
   f. MT-BC’s goals and objectives
   g. Materials used
   h. Interventions/procedures followed (in past tense), including reinforcement and teaching/therapeutic techniques used
   i. Evaluation of session (objective data/progress toward objectives)
   j. Additional comments (subjective data)

6. The Clinical Practicum Log should include typed intervention plans for each session, following the format assigned by the university supervisor.

7. Each session plan should be followed by a typed Session Evaluation utilizing the format below:
   a. Title “Session Evaluation”
   b. Number of session (1-10 or more)
   c. Date of session
   d. Start and end times
   e. Population
   f. Individualized goals and related objectives
   g. Materials used
   h. Interventions/procedures followed (in past tense), including reinforcement and teaching/therapeutic techniques used and adaptations made to session plan. (If the specific objective you are attempting to reach with an intervention is not obvious, it should also be identified in the procedures section.)
   i. Evaluation of session (objective data/progress toward objectives)
   j. Additional comments/plans (subjective data)

8. Each student should schedule a weekly meeting with the MT-BC supervisor several days in advance of each session and bring a
typed copy of the tentative session plan in addition to the completed evaluation from the previous session. Failure to bring the assigned paperwork to each meeting will result in significant grade deductions.

(9) Sessions and meetings may be rescheduled and made up ONLY in cases of emergency (student illness or death in the immediate family.) Follow professional job procedures. It is absolutely mandatory to notify both the site supervisor and the supervising professor in advance of any schedule changes.

(10) An evaluation of progress will be included as part of the Clinical Practicum Log. Documentation will involve one detailed group or individual assessment of the initial client(s) receiving services, to be completed within the first three sessions, including any observation of that client or clients. NOTE: Assessment reports are due before the fourth session. Individual objectives formulated from the assessment will be included in each session plan and will be revised as necessary; changes in clientele will result in formulation of new objectives. Specific data will be taken on progress and progress on identified individuals will be summarized in a final case study (graphs included). Should students have a high degree of client turnover, adaptations to the assessment and case study should be made in consultation with the MT-BC supervisor. Partners should share the responsibility for all aspects of treatment and documentation, with the exception of the assessment and case study reports. Each student is responsible for writing his or her own assessment report and case study.

(11) Specific, individualized objectives will be expected.

(12) An evaluation of the site should be completed at the end of the semester and turned in with the logs.

(13) Attendance of the weekly Practicum Lab and completion of lab assignments are required.

2. Grading Policies
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Late Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract(s) with site</td>
<td>5</td>
<td>20% per day</td>
</tr>
<tr>
<td>Assessment</td>
<td>10</td>
<td>20% per day</td>
</tr>
<tr>
<td>Observation Log</td>
<td>10</td>
<td>20% per day</td>
</tr>
<tr>
<td>Clinical Practicum Log</td>
<td>25</td>
<td>20% per day</td>
</tr>
<tr>
<td>Evaluation from supervisors</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>SongLeading Competency/Chaining Technique</td>
<td>15</td>
<td>20% per day</td>
</tr>
</tbody>
</table>
3. Grading Distribution
A = 90–100%  B = 80–89%  C = 70–79%*  D = 60 – 69%  F = Below 60%

*In order to meet American Music Therapy Association (AMTA) standards, music therapy students are expected to obtain a grade of C or better in all core music therapy courses.
## VI. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Discussion: Course overview  
      | Submission of schedules and preference  
      | Bridging the Gaps |
| 2    | Discussion: Partner and location updates  
      | MT-BC observation procedures  
      | Professionalism, Resources, First visit instructions |
| 3    | Discussion: Assessment report format, case study references  
      | Goals and Objectives review  
      | Standley - *Music Techniques*...  
      | Video Analysis/Interventions assigned |
| 4    | Discussion: First visit and session reports  
      | Setting goals and objectives  
      | Documentation |
| 5    | Discussion: Observation logs, Practicum logs  
      | Role play, intervention demonstrations  
      | Song Leading & Chaining Technique Competency Exam  
      | DUE: Contracts |
| 6    | Discussion: Tracking client progress  
      | Role play, intervention demonstration  
      | Song Leading & Chaining Technique Competency Exam  
      | DUE: Assessment report and case study reference list |
| 7    | Song Leading & Chaining Technique Competency Exam  
      | Role play, intervention demonstrations |
| 8    | Discussion: Clinic Observation  
      | Role Playing, intervention demonstrations |
| 9    | Discussion: Termination  
      | Role play, intervention demonstrations |
| 10   | AMTA Standards of Clinical Practice  
      | CBMT Scope of Practice |
| 11   | AMTA Code of Ethics |
| 12   | Producing Geriatric Music Therapy Session Video |
| 13   | Producing Geriatric Music Therapy Session Video |
| 14   | Final Presentation |
| 15   | Discussion: Course Evaluation  
      | DUE: Practicum Logs, Case Studies, Evaluation of Sites, Final Evaluations from Sites |
Course Inventory for ORU’s Student Learning Outcomes  
MUT 356 Clinical Practicum II: Geriatric  
Spring 2016

This course contributes to the ORU student learning 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.

The Student Learning Glossary at [http://ir.oru.edu/doc/glossary.pdf](http://ir.oru.edu/doc/glossary.pdf) defines each outcome and each of the proficiencies/capacities.

<table>
<thead>
<tr>
<th>OUTCOMES &amp; Proficiencies/Capacities</th>
<th>Significant Contribution</th>
<th>Moderate Contribution</th>
<th>Minimal Contribution</th>
<th>No Contribution</th>
</tr>
</thead>
</table>
| 1 | Outcome #1 – Spiritually Alive  
Proficiencies/Capacities | | | | |
| 1A Biblical knowledge | | | | |
| 1B Sensitivity to the Holy Spirit | | | | |
| 1C Evangelistic capability | | | | |
| 1D Ethical behavior | | | | |

| 2 | Outcome #2 – Intellectually Alert  
Proficiencies/Capacities | | | | |
| 2A Critical thinking | x | | |
| 2B Information literacy | x | | |
| 2C Global & historical perspectives | | | x |
| 2D Aesthetic appreciation | | | | x |
| 2E Intellectual creativity | | | | x |

| 3 | Outcome #3 – Physically Disciplined  
Proficiencies/Capacities | | | | |
| 3A Healthy lifestyle | | | | x |
| 3B Physically disciplined lifestyle | | | | x |

| 4 | Outcome #4 – Socially Adept  
Proficiencies/Capacities | | | | |
| 4A Communication skills | | | x |
| 4B Interpersonal skills | | | x |
| 4C Appreciation of cultural & linguistic differences | | | x |
| 4D Responsible citizenship | | | x |
| 4E Leadership capacity | | | | x |