

Syllabus for
MUT 356- Clinical Practicum II: Geriatric
1 credit hour
Spring 2024

I. COURSE DESCRIPTION

Supervised geriatric music therapy experience in community geriatric settings; each semester of study is correlated with the population being considered in the corresponding core music therapy course.

This course requires a minimum of 12 documented number of hours of community engagement. Methods of instruction will include hands-on experience observing and providing services for a clinical population, group discussion, intervention demonstrations and role play, self and peer-evaluation, written and verbal feedback from supervisors, and assignment of a written log and case study. In this course, you will not only learn music therapy knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life.

Prerequisite: MUT 153 Introduction to Music Therapy and MUT 156 Clinical Practicum Orientation. Corequisite: MUT 353 Music Therapy II: Geriatrics

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After completing this course successfully, student will be able to:

- A. 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.
- B. Formulate music therapy strategies for individuals and group with geriatric disorders based upon the goals and objectives adopted.
- C. Formulate music therapy plans and implement those plans, structuring music/non-music, verbal /nonverbal events, and behaviors within a Biblical, scientific, and positive approach as antecedents and reinforcers to increase the probability of reaching therapy objectives
- D. Communicate verbally practicum treatment plans and experiences to peers as well as staff for discussion, evaluation of client progress, revision, and documentation.
- E. Develop use of professional terminology to describe ways that music interventions are structured for therapy.
- F. Aware of the operations and services provided by community facilities for clients with geriatric problems/disorders.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: Music Therapy

This course meets the following Music Therapy program outcomes.

1. Train students to practice music therapy as an established healthcare profession that uses music to address physical, emotional, cognitive, spiritual, and social needs of individuals of all ages. Educate students to become (1) accomplished music therapists who can serve a wide range of patient populations with extensive clinical skill, knowledge, and experience, (2) equipped health care professionals utilizing evidence-based practice models of music in therapy and medicine, and (3) consummate professional musician and promoters of music therapy.
2. Prepare our students for music therapy internship and equip them to pass Music Therapy Board Certification Exam (CBMT).
3. Encourage students to globally advocate that music therapy improves the quality of life for persons who are healthy as well as children and adults with disabilities or illnesses by

justifying and generating their own evidence of the effect of music therapy which brings powerful changes in people's lives.

4. Embolden our students to apply Christian Music Therapy which combines power of God's healing and effects of music and take the fundamental responsibility of being a Christian music therapist by providing the best possible music therapy treatment services for every client/patient who God deeply cares and loves.
5. Encourage students to integrate their Christian faith with the discipline of music therapy, practice servanthood of Christ for people in less fortunate situations through the music therapy clinical training, appreciate the glory and healing power of Christ visible in the music therapy process for individuals with various disorders, and experience God's covenants in the therapeutic procedure.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Personal Resilience
- B. Intellectual Pursuit

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Standley, J.M., (2012). *Music Techniques in Therapy, Counseling and Special Education*, 3rd ed., Silver Spring, MD: AMTA.

Belgrave, M., Darrow, A., Walworkth, D., & Wlodarczyk, N. (2011). *Music Therapy and Geriatric Population*. AMTA.

VI. POLICIES AND PROCEDURES

- A. School and/or Department Policies and Procedures: See Music Student Handbook
- B. Course Policies and Procedures

** Use of electronic device including cell phone during the class is strictly prohibited. Lap top computer is only allowed for taking notes. If any student violates this policy, instructor will ask the student to leave the classroom immediately.

Practicum Policy

- I. (1) A minimum of **ten (10) total geriatric music therapy service/session hours** are required at the practicum sites in outside of campus community or ORU music therapy clinic. (2) A minimum **2 online music therapy sessions for patients in a Hospice setting** (Develop and conduct online hospice music therapy sessions).
- II. Students may work in pairs or independently with professor approval.
- III. A **contract** should be signed by each student and the student's site supervisor for each site (total of 2 contracts per student.)
- IV. Each student should schedule a weekly meeting with the MT-BC supervisor several day in advance of each session and **bring/present 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.**
- V. 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 necessary to notify both the site supervisor and the supervising professor in advance of any schedule changes.

- VI. An evaluation of progress will be included as a vital part of the Clinical Practicum. Documentation will involve **one detailed group assessment** of the all participating client(s) receiving services, to be completed within the first three sessions, including any observation of the group of clients. **NOTE: Assessment reports are due before the fourth session.** Group 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, group objectives will be expected.** Specific data for the group members will be taken on progress, and progress on identified individuals in the group will be summarized in a **final evaluation report (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 Final Evaluation Report. **Each student is responsible for writing his or her own assessment report and final evaluation report.**
- VII. An **evaluation of the site** should be completed at the end of the semester and turned in with the Logs.
- VIII. Attendance of the weekly Practicum Lab and completion of lab assignments are required.

Practicum Assignments

- A. Client Resource Guide: Students will complete this assignment within the first week of receiving their clinical assignment. The purpose of this assignment is to help students become acquainted with their assigned populations, to begin the assessment process and to begin formulating possible goals and objectives. Minimum of 3 pages of a literature review and/or summary of web documents regarding the particular clinical population for the practicum will fulfill the client resource guide assignment. **The literature review should include at least 3 detailed studies about the diagnosis and at least 2 scholarly articles of research studies providing/indicating the scientific evidence of effects of music therapy on the clinical population.**
- B. Weekly Session Plans: Students will write and implement session plans every week. Clinical supervisors will indicate a weekly location and time for submission of these plans. Plans are usually due 2-4 days before practicum sessions to allow for necessary revisions, Your supervisor will read your plan and provide written and/or verbal feedback. Your supervisor may also want to meet with you to further discuss your plans prior to your session. **Even if students are working in pairs or teams, each student should submit a separate plan that describes the portion(s) of the session they will be conducting.** The purpose of writing weekly session plans is to ensure that students are adequately prepared to conduct their practicum sessions.

Each weekly session plan should be followed by a typed **Session Plan** including

Clinical Population:

Domain:

Goal:

Objective:

** Indicate goals and objectives are group or individualized per each intervention.

Procedure:

** Interventions/procedures to follow, including reinforcement and teaching/therapeutic techniques 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.)

Correction Procedure: Correction procedure to follow for both cases (1) when client(s) show the correct/target responses and (2) when client(s) show the incorrect responses.

***Due to Online /Video session, Correction Procedure can be modified for the staffs who administer/operate the session videos.**

Source:

Variation:

Materials:

Data Collection: Data Collection Method should indicate how you would collect the data for objective(s).

*Online Geriatric MT Evaluation Form will be given and discussed.

** Session plan example will be provided in the class.

- C. Session Evaluation Notes: Students will write session SOAP notes for every practicum session they attend. SOAP notes will be turned into your supervisor weekly with your session plan. The purpose of writing weekly session notes is for students to review the practicum session, to plan effectively for subsequent sessions based on client progress and to practice skills needed for professional documentation. **During your co-SMT's "solo session," you are required to be present and write a SOAP note for this session.** SOAP refers to:

S for Subjective data, a clinical impression of the client's presentation for each intervention

O for Objective data, the present condition as measured upon the objectives Criteria

A for Assessment, observations of the significant and/or overall progress of client in the entire session

P for Plan, the goals and objectives for the next session

Each session evaluation note should be followed by a typed **Session Evaluation** utilizing the format below:

1. Title "Session Evaluation" with Number of session (1-10 or more)

2. Date of session & Start and end times

3. Clinical Population

4. Goals and related objectives

5. 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.)

6. SOAP note

7. Additional comments/ plans for next sessions

- D. Assessment & Treatment Plan: Prior to the first practicum session, students need to design a geriatric group music therapy assessment tool and will observe and assess a group of clients. Student will provide group music therapy treatment throughout the semester. The assessment should be complete by the end of the third or fourth week of practicum (due date determined by supervisor). The assessment will culminate in the assignment is to help students understand a new clinical population & situation, to formulate appropriate goals and objectives and to identify effective treatment strategies for the client group.

- E. Practicum Competencies: Through the course of the semester, students must plan for, demonstrate and pass three separate practicum competency tests. The competencies involve specific applications of music, therefore requiring musical proficiency and an understanding of how the music is functioning to influence the client's behavior. The purpose of this assignment is to ensure that students are acquiring the necessary skills to become competent clinicians. These skills are considered essential to effective clinical practice, and are many times required by internship site supervisors. Establishing the clinical population appropriate music repertoire, song leading, ensemble conducting, and continued use of piano, guitar, and autoharp is required throughout practicum. **ORU Music Therapy Evaluation Criteria for Practicum Sessions** will be used to evaluate each student's practicum competencies. (See ORU Music Therapy Handbook)
- F. Final Progress Report: At the end of the semester, students will use both qualitative and quantitative information to summarize the group's progress in this formal document. The purpose of this assignment is for students to develop skills in behavioral observation, evaluation of the group of clients' progress and report writing as needed for professional experiences. Background information of the client(s), group assessment summary and all of the session evaluation notes should be included along with the final progress note and graph(s). The expectations for this assignment will be discussed during the practicum lab.
- G. Self-Exploration Paper: Students will write an informal essay at the end of the semester to process what has been learned and to set goals for improvement in future clinical settings. The purpose of this assignment is for students to develop skills in self-evaluation.
- H. Tele-Practice Hospice Music Therapy Video: Student will design and produce two online music therapy services (Tele-Practice) for patients (and caregivers) in Hospice.

Grading and Evaluations

Grading criteria for each written assignment are provided either within or immediately following the assignment description in the handbook. Students will receive feedback and a scores (grades) on all written assignments. Students' clinical skills will also be evaluated each week in the practicum setting (see ORU Music Therapy Handbook page 36). Scores from both written and clinical work will be used to determine final semester grades.

Grading Plan

All assignments are due at class time of the due date indicated on the Tentative Lab Calendar.

Assignments handed in after class on the due date are considered one academic day late. A minimum of twenty (20) percent will be deducted for each academic day (Monday – Friday) late. Your total number of points will determine your final grade.

No extra credit will be given. Students who cannot complete course requirements will receive a grade of F. Exceptions may be granted and incomplete (X) grades given with proper documentation in the case of severe health emergencies or death in the immediate family. Grades will be posted using the university system by the date specified in the university class schedule. Students may review or discuss grades with the instructor at any time.

Grade points will be earned as follows:

<u>Assignment</u>	<u>Points</u>	<u>Late Points Deducted</u>
Client Resource Guide	5	20% per day

Group Assessment	10	20% per day
Hospice MT Video (x2)	10	20% per day
Practicum Competencies (x2)	10	20% per day
Weekly Session Plans	10	20% per day
Weekly Session Evaluation	10	20% per day
Final Evaluation Report	15	20% per day
Standley-Role Play (x2)	10	*****
Self-Exploration	5	*****
Evaluations from supervisors	15	*****
Total Possible Points		100

Grading Scale

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = Below

VII. COURSE CALENDAR

Week	Assignment
1	Discussion: Course and assignments overview Submission of schedules and preference Discussion: Geriatric MT session video making Bridging the Gaps
2	Discussion: Partner and location updates MT-BC observation procedures Professionalism, Resources, Virtual MT Assessment
3	Discussion: Group Assessment report format Goals and Objectives review ** Obtaining Baseline for objective criteria DUE: Client Resource Guide
4	Discussion: First visit and session reports Setting goals and objectives Documentation /SOAP note
5	Discussion: Observation logs, Practicum logs Role play, intervention demonstrations DUE: Assessment Report DUE: Practicum Competency I

6	Discussion: Tracking client progress Discussion: Writing Final Evaluation Report CBMT Exam Preparation
7	Role play A, intervention demonstrations
8	Role Play B, intervention demonstrations
9	Role play B, intervention demonstrations
10 11	Attend MUT 456 Program Proposal Presentation Hospice Music Therapy Video Presentation DUE: Hospice Music Therapy Session Video
12	Best Intervention Parade DUE: Practicum Competency II
13 14	In-Class Practicum Progress Presentation Discussion: Course evaluation DUE: Final Evaluation Report, Observation Log, Evaluations of Sites, and Final Evaluations from Sites

Program Outcome Alignment: MUSIC THERAPY

This program contributes to the University 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.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.				
Personal Resilience					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.				
Outcome 17 AMTA Standard 8	Music Therapy Students will complete 1200 hours of clinical training including a full-time music therapy internship training at AMTA approved internship site with MT-BC's clinical supervision on a regular basis.				
Intellectual Pursuit					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.				
Outcome 4 NASM 8.B.1.c	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.				
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.				
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.				
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.				
Outcome 10 AMTA Standard 1	Music Therapy Students will learn to accept clients for music therapy in accordance with specific criteria of a cognitive, communication, psychological, educational, social, or physiological need.				

Outcome 11 AMTA Standard 2	Music Therapy Students will develop and administer the music therapy assessment which includes the general categories of psychological, cognitive, communicative, social, and physiological functioning focused on the client's needs and strengths, culture, as well as the client's responses to music, music skills and musical preferences.				
Outcome 12 AMTA Standard 3	Music Therapy Students will develop an individualized treatment plan based upon the music therapy assessment, the client's prognosis, and applicable information from other disciplines and sources.				
Outcome 13 AMTA Standard 4	Music Therapy Students will practice delivering services according to the written treatment plan with established therapeutic goals and objectives and providing the highest level and quality of music involvement consistent with the functioning level of the client by reflecting his or her best abilities as a musician.				
Outcome 14 AMTA Standard 5	Music Therapy Students will practice documenting the client's referral to music therapy, assessment, placement, treatment plan, and ongoing progress in music therapy in a manner consistent with federal, state, and other regulations and policies.				
Outcome 15 AMTA Standard 6	Music Therapy Students will learn how to terminate music therapy services when the client has attained stated goals and objectives, fails to benefit from services, can no longer be scheduled, or is discharged based on scheduling periodic reevaluation to determine the need for follow-up services.				
Outcome 16 AMTA Standard 7	Music Therapy Students will obtain knowledge of current developments in research, theory, and techniques in music therapy related areas specific to the populations and therapeutic settings.				
Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).				
Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.				