



***Alverno College  
Music Therapy  
Student Handbook***

***2017 - 2018***

## INTRODUCTION

Welcome to the Alverno College Music Therapy Program. We are proud of our rich history, and the program is home to the third oldest clinical music therapy training program in the country. Our program combines a fine balance of education and clinical training with musical and clinical foundational components in the liberal arts tradition. While here, the music therapy student will combine classroom theory and real-world clinical application with a diverse group of music therapy professionals in the community. The faculty at Alverno are passionate about the field of music therapy and have successful, well-established career experiences in a variety of populations to share with you while you train, feed your curiosity, and support exceptional learning as you find your individual career path.

While a student in the Alverno Music Therapy Program, you will find yourself:

- Demonstrating a willingness to learn, refining skills, and applying feedback as you evolve from student to professional music therapist
- Effectively communicating with clarity and confidence
- Practicing responsibility for your learning and development of both independent and teamwork skills
- Exploring a variety of ways music promotes health and development of skills
- Fostering self-awareness and reflection for an opportunity to flourish
- Exhibiting a professional use of self in class, college, and clinical settings
- Engaging in all aspects of the training program with honesty and self-awareness
- Developing and refining your personal and professional voice
- Recognizing relevance in academic and clinical experiences
- Searching for creativity, solutions to questions, and new opportunities
- Investigating and breaking down complexities into smaller ideas or concepts as your personal philosophy evolves
- Serving those with a variety of needs with commitment and ethical duty

The music therapy training program requires diligent and focused work. As a student emerging into professional practice you will find your work to be deeply satisfying and committed to making a difference.

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# I. INTRODUCTION

## ACCREDITATION

The music therapy program at Alverno College is accredited by the National Association of Schools of Music and has held this accreditation since 1948. The program has approval from the American Music Therapy Association (AMTA) to offer training in music therapy. It is informed by the AMTA Standards for Education and Clinical Training which sets standards of program quality for the emerging music therapist.

## MISSION

The mission of the Alverno College Music Therapy Program is to prepare students to deliver high quality music therapy services in a rapidly changing world.

## VISION

Based on a rich tradition of student-centered academics and clinical experiences, students in the Alverno College Music Therapy Program will be prepared for a variety of professional opportunities.

## PHILOSOPHY

We, the music therapy faculty at Alverno College, believe the focus of our work is the development of students who emerge as skilled music therapists possessing strong musicianship, a solid sense of therapeutic self and distinct professionalism. We create guided experiences, which specifically center on each student relating skills and abilities to personal and professional goals. We prepare professionals who are ethical, proactive, competent, dedicated to lifelong learning principles, and able to meet the needs of a rapidly changing world.

As a faculty, we believe ability- and performance-based **baccalaureate and equivalency** music therapy education is the ideal preparation for the professional music therapist. Faculty members purposefully select and define eight abilities that reflect contemporary life requirements as the framework for the baccalaureate degree. Students are immersed in a liberal arts framework that merges concepts from the natural and behavioral sciences and arts and humanities, with a strong focus on speciality areas of study in music, clinical and music therapy foundations. This integration provides the framework for client-centered music therapy practice, the foundation for scientific inquiry and research, ethical decision making, leadership in the practice and the profession of music therapy, and a commitment to lifelong learning.

A basic Alverno principle is that education goes beyond knowing to being able to do what one knows. Therefore, music therapy faculty members are committed to a process of outcome-oriented performance including public criteria, feedback, and self-assessment, which over time results in professional competence. Because self-awareness of one's learning style and needs is a necessary characteristic of a competent professional, music therapy faculty focus significantly on the process of self-assessment. Students gain an appreciation of their evolving professional selves by reflecting on learning experiences, beliefs, feelings, and society's expectations of music therapy.

As accomplished learners, researchers, musicians, and clinicians, Alverno faculty members serve as role models of lifelong learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of their career goals and music therapy practice.

## **ALVERNO MUSIC THERAPY PROGRAM OUTCOMES**

An Alverno student with a major or Equivalency in Music Therapy will be able to:

1. Integrate music theory, knowledge of diversity in music, and musical leadership skills as a musician in a variety of settings. (Aesthetic Engagement L5 & 6)
2. Effectively integrate music therapy theories in clinical practice, adhering to professional standards and ethics. (Analysis L5 & 6)
3. Deliver quality music therapy services that are informed by assessment and evaluation, leading to intentional therapeutic action. (Problem Solving L5 & 6)
4. Present self as a leader in clinical and community contexts. (Social Interaction L5 & 6)

## **CODE OF ETHICS**

As music therapy majors you are preparing to enter a professional field of study. Becoming a member of a professional organization means you need to accept certain serious ethical responsibilities. We as a music therapy faculty urge you to read the code of ethics adopted by the AMTA and adhered to by Alverno College Music Therapy Faculty. The code of ethics will serve as a model for your relationships with fellow students, faculty, clinical supervisors, clients, and community members. For more information follow the link to the AMTA website:

<https://www.musictherapy.org/about/ethics/>.

## FACULTY CONTACT INFORMATION

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**414-382-6135**

**Leslie.Henry@alverno.edu**

MUY 160 Orientation to Music Therapy

MUY 171 Clinical Experience & Lab: Geriatrics

MUY 361 Psychology of Music

MUY 362 Psychology of Music Research

MUY 363 Creative Music Making

MUY 462 Design and Application of Music Therapy

MUY 480 A MT Internship Applications and ITP

MUY 480 B Ethics

MUY 480 C Clinical Affiliation

**Nancy Dexter - Schabow, M.M.T., MT-BC, WMTR**

**414-382-3625**

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FA 114 Introduction to the Arts: Music

MU 125 Weekend Workshop

MU 210 Improvisational Music

MUY 272/273 Clinical Experience & Lab: Developmental Disabilities

MUY 461 Influence of Music on Behavior

**Mary Stryck, M.S., MT-BC**

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MUY 472/473 Clinical Experience & Lab: Psycho/Emotional

### **MAINTAINING GOOD STANDING IN THE MUSIC THERAPY MAJOR**

#### **Absences from Courses**

Students are expected to attend their classes and participate in learning activities. It is understood illnesses and emergencies happen and students are allowed two absences per course. If a student is absent twice, they will be asked to meet with the instructor of their class to explain the absences and a plan to maintain the workload of the class. Generally, more than two absences can result in the student repeating the course. Consistent lateness may also be considered an absence.

It is your responsibility to notify the registrar if you intend to drop the course. You are encouraged to communicate with your advisor if your recommended graduation plan changes from previous advising meetings.

## **Academic Integrity**

Students are expected to come to classes ready to engage and be fully prepared from assigned material. Please refer to Alverno College policies on Copyright, Academic Honesty and Professional Ethics found in the Policy and Procedures section of this Handbook.

## **Academic Status**

The Committee on the Status of Students is responsible for reviewing the academic progress of each Alverno College student. During the semester and at the end of each semester, this committee reviews students who are demonstrating academic difficulty including: not successfully completing courses and/or external assessments and/or not demonstrating the abilities offered in courses or assessments. Descriptions of the four academic status decisions follow. Note: In general, the academic progress of students who do not successfully complete a course, ability level, or external assessment is reviewed each semester until the student demonstrates satisfactory progress.

- **Good Standing** - Students who successfully complete their courses and external assessments and demonstrate the abilities offered in these courses and assessments are in Good Standing.
- **Probation** - In general, students who (a) are unsuccessful in one or more courses or 5-6 credits of coursework and/or (b) are unsuccessful in a core course for the major and/or (c) continue to be unable to successfully demonstrate successful progress are on academic probation. Instructors of a student on probation are requested to complete a Mid-Semester Progress Report on the student's performance. These reports are emailed to the student and her/his Advisor.
- **Probation with Warning** - When students continue to be unsuccessful in courses and/or continue to be unable to demonstrate successful progress, the college is concerned that the student may not be able to progress to graduation. The student is placed on probation with the warning that an unsuccessful next term may result in academic dismissal. Instructors of a student on probation with warning are requested to complete a Mid-Semester Progress Report regarding the student's performance. These reports are e-mailed to the student and her/his advisor.
- **Academic Dismissal** - If, in the judgment of the Student Status Committee, a student continues to be unsuccessful in courses, external assessments, or ability levels she/he may be dismissed from the college. Students in the Alverno Success Program, on Good Standing, Probation, or Probation with Warning may be dismissed.

For more information on Academic Status, please refer to the Alverno Student Handbook.

**Dismissal from the Music Therapy Program**

**Students may be dismissed from the music therapy major for the following reasons:**

- Breach of confidentiality through verbal, written, or electronic communication
- Failure of 2 consecutive core music therapy courses
- Egregious behavior in violation of the AMTA Code of Ethics

**COURSE SEQUENCE**

Students may review their progress in the Music Therapy Program by viewing their Academic Evaluation on IOL. A hard copy of the course sequence is given to each student by their Professional Advisor during their second semester advising meeting. Please direct any questions about the course sequence to your Professional Advisor.

The Music Therapy Program is designed to follow the AMTA Standards for Education and Clinical Training - Bachelor's Degree:

Musical Foundations 45%	Clinical Foundations (15%)	Music Therapy (15%)	General Education (20-25%)
<ul style="list-style-type: none"> <li>• Music Theory</li> <li>• Composition and Arranging</li> <li>• Music History and Literature</li> <li>• Applied Music Major</li> <li>• Ensembles</li> <li>• Conducting</li> <li>• Functional Piano, Guitar, Percussion, and Voice</li> <li>• Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptionality and Psychopathology</li> <li>• Normal Human Development</li> <li>• Principles of Therapy</li> <li>• The Therapeutic Relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Principles</li> <li>• Assessment and Evaluation</li> <li>• Methods and Techniques</li> <li>• Pre-internship and Internship Courses</li> <li>• Psychology of Music</li> <li>• Music Therapy Research</li> <li>• Influence of Music on Behavior</li> <li>• Music Therapy with Various Populations</li> </ul>	<ul style="list-style-type: none"> <li>• English, Math, Social Sciences, Arts, Humanities, Physical Sciences, etc.</li> </ul>

# **ADVISING**

## **Academic Advising**

Academic Advising for the first year is done through the Advising Office, FO 121. That office consults with the Music Department when necessary. At the end of the first year music majors are assigned to one of the music faculty professional advisors. Students should seek the advice of their professional advisor with regard to questions about their individual curriculum.

## **Professional Advising**

Once students have completed introductory courses in the college and completed equivalent requirements for ADV 299, they no longer maintain an advisory relationship with the Academic Advising Office and are officially transferred to professional advising in accordance with AMTA Standards for Education and Clinical Training.

Professional advising consists of meeting at least one time mid-semester with assigned music therapy faculty to provide guidance for progression in the major. Additional meetings can be scheduled as needed outside of the advising period. The student is notified of their assigned professional advisor through official communication from the Academic Advising office.

To prepare for mid-semester planning meetings with your Advisor, students should bring

- degree summary sheets,
- a current copy of their Academic Evaluation,
- a list of courses planned for the following semester,
- questions regarding academic planning and
- any concerns about the current semester. Students who are prepared will make efficient use of their meeting time and will leave prepared to register for courses in a timely manner.

## **CHOIR REQUIREMENT FOR INSTRUMENTAL SPECIALISTS**

Students who specialize in instrumental applied studies are required to take a minimum of one semester of choir at the college to reinforce their vocal techniques and usage. This ensemble will count toward the student's ensemble requirement for graduation.

## **PRIVATE LESSONS ON SECONDARY INSTRUMENTS**

Permission to take private lessons on a secondary instrument must be obtained from the Music Department Chair. Such study is normally discouraged due to the time commitment demanded by the student's course work and practice on her/his primary instrument. When a student can demonstrate satisfactory progress to date and time availability for practice on more than one instrument, permission may be granted, subject to instructor availability and in accordance with the AMTA requirement of a student demonstration of functional guitar, piano, and voice.

## **INTEGRATED FUNCTIONAL MUSIC ASSESSMENT FOR MUSIC THERAPY MAJORS**

Music Therapy majors will be assessed on their functional music-making skills, including piano, guitar and vocal skills based on professional competencies. An initial assessment of these skills is implemented with MUY 273 at the end of a student's fourth semester of studies and another assessment is implemented with MUY 461 at the end of a student's seventh semester of studies. The assessment does not affect a student's ability to successfully complete either course. Rather, it allows for realistic assessment of each student's functional music skills required for internship.

Students may be advised to take additional lessons, audit group instrumental classes or register for additional semesters of choir to strengthen musicianship and specific core functional music skills. **See Appendix A for the assessment form and a listing of songs appropriate for this assessment.**

### **STUDENT ORGANIZATIONS**

#### **Alverno College Music Therapy Student Organization**

This group is an officially sanctioned student organization that supports the pre-professional development of music therapy majors. Students will direct the activities of this group and elect officers to serve as a liaison to regional and national student groups. This group will work closely with the faculty advisor to determine the program content for the year.

This organization meets during the scheduled Music Therapy Lab. All majors from both Alverno and Concordia are required to enroll in this class. All majors from Concordia are to make every effort to enroll in this course unless they have a conflict. Effort will be made to offer the lab in a residence and distance-based format to increase involvement in club activity. Faculty advisor: Leslie Henry

## II. CLINICAL TRAINING

### DISTRIBUTION OF CLINICAL TRAINING HOURS FOR MUSIC THERAPY MAJORS AT ALVERNO COLLEGE

The American Music Therapy Association (AMTA) Education and Clinical Training Standards state, "Every student must complete a minimum of 1200 hours of clinical training, with at least 15 % (180 hours) in pre-internship experiences and at least 75 % (900) in internship experiences. Academic institutions may opt to require more than the minimum total number of hours and internship programs may opt to require more hours than the referring or affiliate academic institution. In addition, when a student is able to demonstrate required exit level-competencies, additional hours of internship may be required of the student by the academic institution in consultation with the internship supervisor." (P. 5, #5)

The Alverno College Music Therapy majors may accumulate their *pre-internship clinical* hours as stated below. These numbers are approximations with specific identification of actual hours logged found in the Clinical log the student's individual training plan (ITP) which is kept in a student file.

MUY Courses that list Lab as a component **64 hours**  
*This is based on an average of 8 hours per semester over 8 semesters, spent in direct client contact (defined as interacting with the client in some capacity including verbal, music, etc.) in a health-care setting approved by the lab instructor and 8 hours spent in professional development (WCMT, GLR, or National conferences, relevant workshops and guest speakers).*

Students who enter the program from Concordia or already possessing a degree may will need to compress earning their required 64 hours to fit time congruent to their academic plan. For further information, they should discuss with their advisor.

MUY 171 Clinical Experience and Lab 1: Older Adults **12 hours**

MUY 272/273 Clinical Experience and Lab 2: Developmental Disabilities **24 hours**

MUY 472/473 Clinical Experience and Lab 3: Psycho-Emotional. Disabilities **24 hours**

MUY 362 Psychology of Music Research **20 hours**  
*Students receive credit for 8 hours of direct client contact and 12 hours of credit for planning and implementing sessions and documenting research data.*

MUY 461 Design and Application of Music Therapy **36 hours**  
*Credit is given as follows: 10 hours for direct client contact, 10 hours for design of forms, 10 hours for implementation of sessions and 6 hours for documentation.*

**TOTAL ACCRUED 180 HOURS**

MUY 480C Music Therapy-Clinical Affiliation (Internship) **minimum of 900 hours**

## CLINICAL TRAINING GUIDELINES

Your development in becoming a professional music therapist is formed by both your knowledge of the content of the coursework and practical application of your clinical skills. Clinical training is an essential and required component of the Alverno Music Therapy Program. Supervised, hands-on experience with clients helps to refine observational, musical, and clinical skills. During the course of your music therapy studies at Alverno, you will have opportunities to develop your skills in clinical settings with a variety of populations and age groups.

Because we are human and have unique life experiences, it is important to be aware of your personal responses in professional settings. There may be times when a clinical situation may seem personally difficult, challenging, or triggering. This is not abnormal and can be the beginning or continuation of professional growth. It is important to identify and address these challenges in a professional manner. There is support for this through the Alverno Music Therapy Faculty and college resources.

### **Practicum Requirements from Facilities/Providers**

Most facilities have a set of requirements that students must complete before having contact with any clients. It is important to complete these requirements as quickly as possible to allow enough time to satisfy the practicum hours required in each course. The Alverno Music Therapy Program is contracting with a third party company (Castlebranch) to help students complete and store their required information on a secure, accessible site. You will be given specific information from the program regarding what is required for each practicum experience.

The following may be required—your instructor will provide you with specific information at or before the start of the semester. It is helpful to keep records regarding these areas for your practicum experiences, internship and future employment.

### **Caregiver Background Check**

Most facilities and providers require a Caregiver Background Check. You will receive information regarding how to contact Castlebranch to complete this process, and you will need to provide information regarding the places you've lived for the past three years. Once your background check is complete, it reflects your public record up to that point in time. If you have been charged or convicted of certain criminal offenses, it may affect your eligibility to have contact with clients, per the policy of the facility or provider. If you are **charged** for any **criminal** offenses by law enforcement any time after the background check is completed, it is your responsibility to contact your Music Therapy academic advisor to notify her of this information by the next school day and before any client contact. Criminal charges do not include tickets for speeding. Please ask your instructor/MT advisor if you have any questions.

### **TB Test**

Proof of a recent negative TB test or chest x-ray is required by most facilities and providers. Your instructor will inform you how recent the test may be, dependent on your assigned facility. You may complete your TB test with your personal healthcare provider, public health nurse, or Alverno nurse. It takes days to receive the test and have it read, so do not delay. Castlebranch will verify and store your results on the website. They will not administer the test.

### **Proof of immunity**

Proof of immunity from Measles, Mumps, Rubella, and Varicella may be satisfied by documentation from your physician or immunization record. If you do not have access to your immunization record, a titer (lab test) for proof of immunity will be required. Castlebranch will verify and store your results on the website. They will not administer the test.

### **Drug Test**

A drug test may be required by the facility. If this is the case, you will be notified by your instructor with instructions. Castlebranch will provide the lab test and will record and store your results.

### **Physical**

A statement from your physician stating you are free of communicable diseases. Castlebranch will verify and store your results on the website. They will not administer the exam.

### **Influenza Vaccination**

An influenza vaccination may be required by the facility. If it is, you will be notified of the deadline and policy of the facility. Castlebranch will verify and store documentation of the vaccination on the website. They will not administer the vaccination.

## **Attendance and Professional Communication**

You must attend the minimal number of sessions designated in the course syllabus. At the start of the semester, map out the weeks of your clinical with your practicum supervisor so you are aware of (and work around) conferences, your clinician's scheduled time off, etc. Make sure you have the practicum supervisor's and instructor's contact information as well.

## **Student Role in the Clinical Setting**

During practicum experiences, you will have opportunities to observe, co-lead and/or lead sessions. You are encouraged to discuss your role with the supervising music therapist at the start and during the semester as your involvement may change. To get the most out of your clinical experiences, it is necessary to power down your cell phone and place out of sight. Some clients are obsessed with technology and your phone can be a distraction during the session.

## **Cancellations**

If you need to cancel your experience (due to illness or emergency), you must contact both your practicum supervisor and instructor as soon as possible before the scheduled session. Making up sessions will be handled on a case-by-case basis, with consideration of the practicum supervisor, client, and clinical factors in mind.

If your practicum supervisor cancels due to his/her illness or emergency, they will contact you as soon as possible. While it is desirable to make up this time, it will not be held against you. You will still need to notify your instructor when this happens.

If the college cancels classes due to weather or emergency, you will need to contact your practicum supervisor and, if instructed to attend your practicum, make every effort to get to the facility.

### **Timeliness of written reports and documentation**

A report or documentation note will be due by the start of the next class after your practicum experience (with the exception of practica that occur the day before class. In this case, the report/documentation is due the following week). All reports and documentation notes are to be submitted to both your instructor and practicum supervisor at the same time. The practicum supervisor may give you feedback (written or in person) regarding the content of your note in relation to what occurred during the session. The course instructor will give you written feedback regarding the format of the note, professional writing and terminology, and your self-assessment and reflection.

Timeliness in written documentation is imperative, as it is a reflection of quality professional practice. Music Therapists complete documentation on time in order to provide pertinent information to other professionals working with the client, to provide an accurate record of behavior and response, and to provide complete documentation for outside surveyors and payors. Timely documentation will also provide you with timely feedback to help improve your next report and/or documentation note.

### **Professional Dress**

Professional dress keeps functionality, safety, and hygiene in mind. You are required to dress according to the dress code of the facility in a manner that is appropriate for the clinical placement. If you have any questions or concerns, please consult with your instructor and/or practicum supervisor.

In general, conservative, functional, professional dress is best.

#### **Please refrain from wearing the following:**

- Revealing clothing—no see-through material, shorts, sleeveless shirts (unless layered), bare midriffs, low cut tops, etc.
- Jewelry (earrings, necklaces, bracelets, etc.) that can be grasped/pulled by clients
- Body piercings (gauge earring holes larger than ¼ inch need to be covered)
- Visible tattoos (must be covered)
- Visible messages and/or sayings on clothing
- Clothing in disrepair (torn, soiled, etc.)
- Jeans (unless specifically permitted by the facility/provider)
- Open toed shoes
- Heavily scented products/perfume (clients and/or staff may have sensitivities)
- Any clothing or style that may be disturbing or controversial to clients or staff.

Students are expected to maintain good personal hygiene. Nails that are long (more than ¼ inch), acrylic nails, or nails with chipped polish may be prohibited, as they present hygiene issues as well.

### **Log of clinical hours**

At the end of each semester, the log of your clinical hours must be verified and signed by the practicum supervisor and submitted for your file. You may count the hours spent in direct client contact and discussions with your practicum supervisor (before and after sessions). You may not count commute time. Time credit for session planning and documentation may be allowed (in certain quantities) by your instructor. You must clarify these parameters with the instructor before including them in your log. The Log can be found in Appendix B.

### **MUY 480 A, B, and C Courses**

MUY 480 A, B, and C help the music therapy student at the advanced level develop professional judgement and ethics, explore internship and clinical training plans, create a resume, cover letter, and prepare for their board certification examination. Students participating in these classes are encouraged to remain focused on their graduation and clinical training plans by researching internship placements, applying to those well-suited for their talents and interests, and conducting a self-awareness inventory called the individual training plan.

### **INDIVIDUAL TRAINING PLAN**

The Individual Training Plan (ITP) is a tool used to identify the student's development of skills outlined in the AMTA Professional Competencies. It is a fluid document that captures current performance and informs areas of focus for future development. You will be completing an ITP in MUY 480A and updating it throughout your remaining clinical coursework and internship. The plan is divided into three main headings: Music Foundations, Clinical Foundations, and Music Therapy. The Music Foundations section includes music theory and history, composition and arranging skills, major performance medium, keyboard, guitar, voice, non-symphonic instrumental, improvisation, conducting, and movement skills. Clinical Foundations section addresses exceptionality, principles of therapy, and the therapeutic relationship. The Music Therapy section includes foundations and principles, client assessment, treatment planning, therapy implementation, therapy evaluation, documentation, termination/discharge planning, professional role/ethics, interdisciplinary collaboration, supervision/administration, and research methods. See Appendix C to view form.

## **II. MUSIC THERAPY PROGRAM POLICIES AND PROCEDURES HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

**POLICY:** Alverno College music therapy students will follow HIPAA law in all settings regarding protected health information (PHI).

**RATIONALE:** The HIPAA Privacy, Security, and Breach Notification Rules protect the privacy and security of health information and provide individuals with certain rights to their health information.

- ◆ The Privacy Rule, which sets national standards for when protected health information (PHI) may be used and disclosed
- ◆ The Security Rule, which specifies safeguards that covered entities and their business associates must implement to protect the confidentiality, integrity, and availability of electronic protected health information (ePHI) 2
- ◆ The Breach Notification Rule, which requires covered entities to notify affected individuals, U.S. Department of Health & Human Services (HHS), and in some cases, the media of a breach of unsecured PHI You play a vital role in protecting the privacy and security of patient information.

Information retrieved from: U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, Centers for Medicare & Medicaid Services. (2016). HIPAA basics for providers: Privacy, security, and breach notification rules (ICN 909001 August 2016).

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/HIPAAPrivacyandSecurity.pdf>

### **PROCEDURE:**

1. Written - students will refrain from utilizing any identifying information in written reports
2. Discussion - students will refrain from utilizing any identifying information in classroom discussions
3. Outside of classroom - students will maintain confidentiality outside of classroom situations
4. Social Media - Students will refrain from posting any clinical material with identifying information in all social media
5. Students will not capture any client images or recordings (e.g.: photo, digital photo, video, etc.) without the permission of the client, per the policy of the facility.
6. Breach of information - if a student is aware of any breach of information, i.e. losing a notebook, laptop he/she must report the breach to their clinical supervisor immediately.

**If there are any questions regarding additional topics related to breach of information, please discuss with the Director of Music Therapy immediately.**

## INFECTION PREVENTION

**POLICY: Alverno College music therapy students will follow CDC recommendations for infection prevention in all clinical settings.**

### **RATIONALE:**

Standard precautions are a set of infection control practices used to prevent transmission of diseases that can be acquired by contact with blood, body fluids, non-intact skin (including rashes), and mucous membranes. These measures are to be used when providing care to all individuals, whether or not they appear infectious or symptomatic.

Hand Hygiene means cleaning your hands by using either handwashing (washing hands with soap and water), antiseptic hand wash, antiseptic hand rub (i.e.; alcohol-based hand sanitizer including foam or gel), or surgical hand antisepsis

PPE includes items such as gloves, gowns, masks, respirators, and eyewear used to create barriers that protect skin, clothing, mucous membranes, and the respiratory tract from infectious agents

Proper handling, cleaning, and disinfection of patient care equipment and instruments/devices

Clean and disinfect the environment appropriately

Why Practice Hand Hygiene?

Cleaning your hands reduces:

- The spread of potentially deadly germs to patients
- The risk of health care provider colonization or infection caused by germs acquired from the patient

Use an Alcohol-Based Hand Sanitizer

- Alcohol-based hand sanitizers are the most effective products for reducing the number of germs on the hands of healthcare providers. Antiseptic soaps and detergents are the next most effective and non-antimicrobial soaps are the least effective.
- When hands are not visibly dirty, alcohol-based hand sanitizers are the preferred method for cleaning your hands in the healthcare setting.
- Soap and water are recommended for cleaning visibly dirty hands
- When hands are visibly dirty
- After known or suspected exposure to infections or facility outbreaks or higher endemic rates
- Before eating
- After using a restroom

Isolation - There are varying types of isolation at health care facilities - contact (bloodborne), droplet (sneezing), airborne (TB)

Personal Protective Equipment - Your practicum supervisor should be consulted to provide information to the student on how to proceed in situations where the student may come in contact with body fluids

Information Retrieved from:

WISCONSIN DEPARTMENT OF HEALTH SERVICES (2016). Infection control and prevention - standard precautions. <https://www.dhs.wisconsin.gov/ic/precautions.htm>

**PROCEDURE:** Alverno College music therapy student will adhere to the infection prevention policies of their assigned practicum placement, including, but not limited to hand washing (including alcohol based sanitizers), instrument cleaning (see next section), and personal protective equipment.

## **INSTRUMENT CLEANING PROCEDURES**

**POLICY:** Alverno College music therapy students will clean and disinfect instruments borrowed from the College for clinical or personal use.

**PROCEDURE:** When instruments are used or returned to the College, the student is responsible for proper cleaning and disinfecting of equipment. Disinfecting wipes are located in both AL 200 and AL 205 for this purpose. Students are responsible for reading and following cleaning directions as labeled. Please be aware that disinfecting wipes require drying time for maximum effect. All surfaces of each instrument are to be wiped and dried for the designated amount of time to reduce the spread of germs.

## **INSTRUMENT USE/CHECKOUT**

**POLICY:** Alverno College students will adhere to instrument checkout guidelines when using instruments for clinical or personal purposes.

**PROCEDURE:** Music Therapy students are allowed to check out a variety of instruments for clinical interventions, improving functional music skills, course assignments and volunteer opportunities. Checkout sheets are provided in AL 200 and AL 205 for this purpose. Students MUST sign out each instrument on the day of check out and indicate the day the instrument is returned on the same sheet. The typical duration of instrument check out is one day to one week. If the student desires to check out an instrument for a longer period of time, they MUST communicate their rationale for such a need with the Music Therapy Program Director in writing 48 hours PRIOR to check out for approval. Because these instruments are also used for classes, approval prior to check out is imperative. **PLAN AHEAD! DO NOT DISRUPT A CLASS OR MUSIC THERAPY SESSION IN PROGRESS TO CHECK OUT INSTRUMENTS.**

Instruments located on the carpeted area of AL 205 are the property of Music Therapy Services of Waukesha County, LLC and are used for clinic sessions with clients. Those instruments are not to be removed from AL 205 or checked out by students.

For events outside of music therapy education, interested parties should contact the Music Department Chair directly for instrument availability and check out.

Upon return, students are responsible for cleaning instruments according to infection prevention procedures.

## **E-MAIL**

Your Alverno e-mail is an official way the college uses to communicate with you. This includes all instructor communication. You are expected to read you Alverno e-mail regularly at <http://student.alverno.edu>.

## **© COPYRIGHT AND FAIR USE**

Disclosure Requirements related to Copyright Infringement as required by the Higher Education Opportunities Act (HEOA) (Public Law 110-315)

The act requires colleges to disclose on an annual basis to current and prospective students, policies and sanctions related to copyright infringement and illegal file sharing. The act and thus this document are not intended to address the practice of good writing, citing appropriately, use and integration of other works into one's own, etc. in the various disciplines.

As a college student using Alverno College's technology resources, you are required to comply with copyright laws. Illegal downloading of movies and music is just that: illegal, and traceable back to the user. It is also illegal to take texts, images, web-pages, and computer programs from the Internet or other sources without getting permission from the creator. College students have been successfully prosecuted for copyright violations.

However, much of the material in the Library and on the Internet can be used for educational purposes by following Fair Use Guidelines. You may use approximately 10% of a written text, of images out of a book, or information from a web-page for a course project. You can also play excerpts from movies and music. Of course, when you do use materials that you have not personally created, you must give full credit to the originator.

Additionally, there are resources available at Alverno College that have been paid for and are yours to use. These include library databases that offer free music streaming, web-pages that encourage student use (such as OWL at Purdue), ARTstor, which offers millions of images, and much more. Visit your Library and your Library Web-Page often for resources and updates.

For more information on copyright laws and fair use, [refer to the library's copyright resources](#).

Other Important Alverno College Technology Use Policies From Alverno Student Handbook:

### **Be Ethical**

Accurately identify yourself and your affiliations; use the Alverno College name only for official school business; use Alverno College technologies for lawful purposes only.

### **Be Respectful**

Do not share confidential information; do not send offensive communications or materials; do not send chain letters, spam, or unsolicited advertisements.

### **Be Secure**

Do not share your password; change your password when prompted; if you are using a personal computer, it must have an anti-virus software.

### **Accessibility**

Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services please contact Colleen Barnett, Student Accessibility Coordinator, [colleen.barnett@alverno.edu](mailto:colleen.barnett@alverno.edu), 414-382-6026.

### **Academic Honesty**

Throughout your studies at Alverno College, you will be exposed to a variety of learning styles and experiences. In some classes faculty require students to complete assignments in small-group work sessions while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that you take responsibility for your own work in accordance with the instructions of your professor and with sound academic principles. Each student is expected to conduct her work, both inside of the classroom and in independent research in ways that are academically honest. Academic honesty is a basic requirement of the Education programs. Failure to comply with procedures that are academically honest is grounds for failing a class, being dismissed from a particular program or being dismissed from the college.

## **Professional Behavior**

Appropriate professional behavior is expected of all students. Your professionalism in this course must be of the highest standards. Included within the realm of professionalism is your ability to interact appropriately with other students and the professor in class and online. Unprofessional behaviors will be addressed by the instructor and may result in an unsatisfactory progress code

## **TIMELY WORK COMPLETION**

**POLICY:** Students are expected to submit assignments, supporting documents, and self-assessments according to the course due dates so that they may receive feedback identifying strengths and areas to continue to develop within a course. Late submission of assignments according to course timelines may only occur if there has been **prior negotiation** for extension of the due date. Because the curriculum and each course is developmentally sequenced, assignments and assessments must be up-to-date at mid-semester. A pattern of continued lateness with assignments may result in being unsuccessful in the course. Non-submission of any assignments WILL result in a “U” for the class.

**PROCEDURE:** When completing assignments,

1. Courses within the curriculum are developmentally sequenced. Therefore, each course syllabus/calendar will outline specific due dates for assignments and assessments that will facilitate development of course-related knowledge and abilities over time.
2. If the student has not completed all assignments and assessments required by mid-semester, your instructor will file a Mid-Semester Progress Report.
3. Costs incurred by fulfilling these requirements are the student’s responsibility.

## **MUSIC THERAPY PROGRAM PROFESSIONALISM RUBRIC**

All music therapy students are held to high academic and professional standards. Because the Alverno College Bachelor’s of Music degree in Music Therapy prepares students to enter the professional world upon completion of internship, it is important for ALL students to develop professional attitudes and habits which should be present throughout their academic career. This rubric is used by faculty to document professional behavior. Should concerns arise regarding professional behavior, faculty will review concerns with the student involved and report them to the Music Therapy Program Director.

**This rubric will be used to assess successful completion of each music therapy course.**  
See the following page to view the rubric.

## Music Therapy Professionalism Rubric

Student Name:

Date:

Criteria	Assessment	✓	Comments
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class. And, when applicable, appropriate and responsible attendance in practicum and internship settings.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		
Student finishes and turns in on the dates requested assignments that are complete and have been proofread.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		
Student takes the initiative to communicate with faculty if there are attendance, assignment, or communication concerns.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		
Student consistently uses appropriate language, interacts in a professional manner, and shows respect for others.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		
Student accepts equal responsibility for group and team responsibilities and assignments and supports others in doing so.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		
Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality, privacy, and seeking out supervision. Student only practices within the scope of their ability. Please refer to AMTA Code of Ethics.	<p>Not Present</p> <p>Emerging</p> <p>Effective</p> <p>Exceptional</p>		

## **BALANCING THE WORKLOAD**

The National Association of Schools of Music suggests the following balance for students in their courses:

Traditional Lecture/Discussion: a semester hour of credit represents at least three hours of work per week for a period of 15-16 weeks.

Classes with Labs: one credit may meet for 2-3 hours per week and may require up to 3 hours per week of practice.

Performance based lessons: one credit of lessons assumes the student will practice their instrument a minimum of 3 hours per week for mastery.

## APPENDIX A

### **Integrated Functional Music Competency Assessment** **for Music Therapy Majors** **Keyboard, Guitar, Voice**

The American Music Therapy Association, Inc. lists several functional music competencies that need to be attained to work effectively as a music therapist. These competencies pertain to the use of keyboard, guitar and voice as they would be used during music therapy sessions. Listed below are the AMTA competencies addressed through this two-tiered assessment:

#### **A. Music Foundations**

##### **4. Keyboard Skills**

- 4.1 Accompany self and ensembles proficiently.**
- 4.2 Play basic chord progressions (I-IV-V-I) in several keys.**
- 4.3 Sight-read simple compositions and song accompaniments.**
- 4.4 Play a basic repertoire of traditional, folk, and popular songs with or without printed music.**
- 4.5 Harmonize and transpose simple compositions.**

#### **5. Guitar Skills**

- 5.1 Accompany self and ensembles proficiently.**
- 5.2 Employ simple strumming and finger-picking techniques.**
- 5.3 Tune guitar using standard and other tunings.**
- 5.4 Perform a basic repertoire of traditional, folk, and popular songs with or without printed music.**
- 5.5 Harmonize and transpose simple compositions in several keys.**

#### **6. Voice Skills**

- 6.1 Lead group singing by voice.**
- 6.2 Communicate vocally with adequate volume (loudness).**
- 6.3 Sing a basic repertoire of traditional, folk, and popular songs in tune with a pleasing quality.**

The purpose of this assessment is to assist students in attaining the integrated functional music skills needed to successfully audition for and complete their internships, pass the Board Certification exam, and subsequently attain employment as a music therapist. Because integrated functional music skills develop with time and PRACTICE, two tiers of assessment have been developed to promote the growth of these skills over the course of the Music Therapy student's education. The assessments are based on skills students have learned from Beginning and Intermediate Guitar courses, Group Piano courses, Creative Music Making and clinical courses.

Music Therapy students are required to complete two levels of the Integrated Functional Music Competency Assessment during their education: The Intermediate Skills Assessment is to be completed at the end of the fourth semester and the Advanced Skills Assessment is to be completed at the end of the seventh semester. For each assessment, students will prepare five songs from a list for their given level of assessment. Each of the chosen songs are to be

prepared with keyboard, guitar and voice. During the assessment, students will be required to sing and play three of their five songs as chosen by the faculty. Faculty will also choose the accompanying instrument for each song (guitar or piano). Students will be assessed on a 4 point scale:

**4 - excellent performance, no mistakes that would impinge upon completion of the song in a clinical setting**

**3 - good performance, able to play through mistakes and complete song with little disruption**

**2 - fair performance, mistakes impeded ability to lead song effectively in a clinical setting**

**1 - poor performance, unable to complete song without many mistakes or pauses**

Students receiving an average score of 3.25 or higher will receive an S, while students receiving an average below 3.25 will need to reassess at the beginning of the following semester.

The following pages contains a listing of songs to be used within each level of assessment.

#### **Intermediate Integrated Functional Music Skills Assessment: Song Listing**

<b>Amazing Grace</b>	<b>All Shook Up</b>
<b>At the Hop</b>	<b>Bad Moon Rising</b>
<b>Beer Barrel Polka</b>	<b>Blue Moon</b>
<b>Born to be Wild</b>	<b>Bye Bye Love</b>
<b>Calypso</b>	<b>Clementine</b>
<b>Feelin' Groovy</b>	<b>God Bless America</b>
<b>Hakuna Matata</b>	<b>Happy Birthday</b>
<b>Happy Together</b>	<b>Here Comes the Sun</b>
<b>Hey Good Lookin'</b>	<b>Home on the Range</b>
<b>Hound Dog</b>	<b>How Great Thou Art</b>
<b>I Got Rhythm</b>	<b>I Have a Dream (ABBA)</b>
<b>I Walk the Line</b>	<b>In the Good Old Summertime</b>
<b>Lean on Me</b>	<b>Leaving on a Jet Plane</b>
<b>Let It Be</b>	<b>Lion Sleeps Tonight</b>
<b>Lollipop</b>	<b>Moon Shadow</b>
<b>My Bonnie Lies Over the Ocean</b>	<b>My Boyfriend's Back</b>
<b>My Country 'Tis of Thee</b>	<b>My Wild Irish Rose</b>
<b>Oh Susanna</b>	<b>Old McDonald</b>
<b>Que Sera, Sera</b>	<b>Ring of Fire</b>
<b>Rock Around the Clock</b>	<b>She'll Be Coming 'Round the Mountain</b>
<b>Sweet Caroline</b>	<b>Thank God I'm a Country Boy</b>
<b>This Land is Your Land</b>	<b>Twinkle Twinkle Little Star/ABC's</b>
<b>Wake Up Little Susie</b>	<b>What a Friend We Have in Jesus</b>
<b>With My Own Two Hands (Ben Harper)</b>	<b>With or Without You</b>
<b>Yellow Rose of Texas</b>	<b>You Are My Sunshine</b>

## Advanced Integrated Functional Music Skills Assessment: Song Listing

All the Pretty Little Horses  
Battle Hymn of the Republic  
Blue Moon  
Bridge Over Troubled Water  
Dancing Queen  
Do Re Mi  
Edelweiss  
Fireflies (Owl City)  
Happy Trails  
House of the Rising Sun  
I Want to Hold Your Hand  
Let Me Call You Sweetheart  
My Blue Heaven  
Sentimental Journey  
Somewhere Over the Rainbow  
Sunshine on My Shoulders  
Take Me Out to the Ballgame  
What a Wonderful World  
With a Little Help From My Friends  
You'll Never Walk Alone

America the Beautiful  
Bicycle Built for Two  
Boulevard of Broken Dreams  
The Climb  
Dear Prudence  
Dynamite (Taio Cruz)  
Firework (Katy Perry)  
God Bless the USA  
Hey Jude  
I Can See Clearly Now  
I've Been Working on the Railroad  
Love Me Tender  
Rainbow Connection  
Sixteen Tons  
Star Spangled Banner  
Take Me Home Country Roads  
We Can Work It Out  
Who Said (Selena Gomez)  
Yellow Submarine  
You've Got a Friend (James Taylor)

## Integrated Functional Music Competency Assessment for Music Therapy Majors

**Student Name:**

**Date:**

**Circle one:   Level 1**

**Level 2**

**Assessor:**

**Score key:**

**4 - excellent performance, no mistakes that would impinge upon completion of the song in a clinical setting**

**3 - good performance, able to play through mistakes and complete song with little disruption**

**2 - fair performance, mistakes impeded ability to lead song effectively in a clinical setting**

**1 - poor performance, unable to complete song without many mistakes or pauses**

**Song Choices**

**Instrument**

<b>1</b>	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>2</b>	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>3</b>	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>4</b>	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>5</b>	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>Summative Feedback:</b>	
<b>Assessor Total Score:</b>	<b>Assessor Average Score:</b>
<b>Satisfactory</b>	<b>Unsatisfactory</b>

## Integrated Functional Music Competency Assessment for Music Therapy Majors: Self Assessment

Student Name:

Date:

Circle one:    Level 1

Level 2

**Score key:**

4 - excellent performance, no mistakes that would impinge upon completion of the song in a clinical setting

3 - good performance, able to play through mistakes and complete song with little disruption

2 - fair performance, mistakes impeded ability to lead song effectively in a clinical setting

1 - poor performance, unable to complete song without many mistakes or pauses

**Song Choices**

**Instrument**

1	
<b>Comments:</b>	
<b>Performance Score:</b>	
2	
<b>Comments:</b>	
<b>Performance Score:</b>	
3	
<b>Comments:</b>	
<b>Performance Score:</b>	
4	
<b>Comments:</b>	
<b>Performance Score:</b>	
5	
<b>Comments:</b>	
<b>Performance Score:</b>	
<b>Summative Feedback:</b>	
<b>Student Total Score:</b>	<b>Student Average Score:</b>
<b>Satisfactory</b>	<b>Unsatisfactory</b>



## **APPENDIX C**

### **INDIVIDUAL ASSESSMENT/TRAINING PLAN** **FOR MUSIC THERAPY STUDENTS** **ALVERNO COLLEGE**

**Name:**

**Phone:**

**E-mail:**

**Year entered:**

**Anticipated graduation date:**

**Director of Music Therapy:**

**Phone:**

**E-mail:**

**Pre Internship Hours Earned (see attached log for specific itemization)**

**Internship site:**

**Clinical Training Director:**

**Phone:**

**E-mail**

**Beginning date:**

**Anticipated completion date**

**This is a working document that will be used during advising meetings to assess competence and plan curricular objectives. Numerical indicators of competence will be identified beginning with MUY 480A and continue through the last internship course. Students will have assessments that are appropriate to the competencies being learned (clinical classes, juries, guitar, piano, and voice class). These assessments will be attached to this form.**

**The student's skills in the following areas are assessed prior to commencement of internship as follows:**

- 4 = Exceeds entry level competence**
- 3 = Entry level competence**
- 2 = Below entry level competence**
- 1 = Not competent**
- 0 = Not observed**

**Any areas designated with a 2 or lower rating will need to be accomplished by the end of the internship period. Specific recommendations and/or objectives for student skill development**

## A. Music Foundations

<b>1. Music Theory and History</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>1.1 Recognize standard works in the literature.</b>			
<b>1.2 Identify the elemental, structural, and stylistic characteristics of music from various periods and cultures.</b>			
<b>1.3 Sight-sing melodies of both diatonic and chromatic makeup.</b>			
<b>1.4 Take aural dictation of melodies, rhythms, and chord progressions.</b>			
<b>1.5 Transpose simple compositions.</b>			

<b>2. Composition and Arranging Skills</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>2.1 Compose songs with simple accompaniment.</b>			
<b>2.2 Adapt, arrange, and simplify music compositions for small vocal and non-symphonic instrumental ensembles.</b>			

<b>3. Major Performance Medium Skills</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>3.1 Perform appropriate undergraduate repertoire; demonstrate musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.</b>			
<b>3.2 Perform in small and large ensembles.</b>			

<b>4. Functional Music Skills</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>4.1 Demonstrate a basic foundation on voice, piano, guitar, and percussion.</b>			
<b>4.1.1 Lead and accompany proficiently on instruments including, but not limited to, voice, piano, guitar, and percussion.</b>			

<b>4.1.2 Play basic chord progressions in several major and minor keys with varied accompaniment patterns.</b>			
<b>4.1.3 Play and sing a basic repertoire of traditional, folk, and popular songs with and without printed music.</b>			
<b>4.1.4 Sing in tune with a pleasing quality and adequate volume both with accompaniment and a capella.</b>			
<b>4.1.5 Sight-read simple compositions and song accompaniments.</b>			
<b>4.1.6 Harmonize and transpose simple compositions in several keys.</b>			
<b>4.1.7 Tune stringed instruments using standard and other tunings.</b>			
<b>4.1.8 Utilize basic percussion techniques on several standard and ethnic instruments.</b>			
<b>4.2 Develop original melodies, simple accompaniments, and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally.</b>			
<b>4.3 Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group.</b>			
<b>4.4 Care for and maintain instruments.</b>			

<b>5. Conducting Skills</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>5.1 Conduct basic patterns with technical accuracy.</b>			
<b>5.2 Conduct small and large vocal and instrumental ensembles.</b>			

<b>6. Movement Skills</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
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<b>6.1 Direct structured and improvisatory movement experiences.</b>			
<b>6.2 Move in structural rhythmic and improvisatory manners for expressive purposes.</b>			

**Areas to be addressed during 480A:**

**Areas to be addressed during 480B:**

**Areas to be addressed during 480C:**

**Additional Comments:**

## **B. Clinical Foundations**

<b>7. Therapeutic Applications</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>7.1 Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.</b>			
<b>7.2 Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.</b>			
<b>7.3 Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)</b>			
<b>7.4 Demonstrate basic understanding of the primary neurological processes of the brain.</b>			

<b>8. Therapeutic Principles</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.</b>			
<b>8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups.</b>			
<b>8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches.</b>			

<b>9. The Therapeutic Relationship</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>9.1 Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.</b>			
<b>9.2 Establish and maintain interpersonal relationships with clients and team members that are appropriate and conducive to therapy.</b>			
<b>9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward effecting desired therapeutic outcomes.</b>			
<b>9.4 Utilize the dynamics and processes of groups to achieve therapeutic goals</b>			
<b>9.5 Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation on the therapeutic process.</b>			

**Areas to be addressed during 480A:**

**Areas to be addressed during 480B:**

**Areas to be addressed during 480C:**

**Additional Comments:**

### **C. Music Therapy**

<b>14. Foundations and Principles</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>10.1 Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.</b>			
<b>10.2 Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.</b>			
<b>10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</b>			
<b>10.4 The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</b>			
<b>10.5 Philosophical, psychological, physiological, and sociological basis of music as therapy.</b>			
<b>10.6 Use of current technologies in music therapy assessment, treatment, evaluation, and termination.</b>			

<b>11. Client Assessment</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>11.1 Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development.</b>			
<b>11.2 Observe and record accurately the client's responses to assessment.</b>			
<b>11.3 Identify the client's functional and dysfunctional behaviors.</b>			
<b>11.4 Identify the client's therapeutic needs through an analysis and interpretation of assessment data.</b>			
<b>11.5 Communicate assessment findings and recommendations in written and verbal forms.</b>			

<b>12. Treatment Planning</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>12.1 Select or create music therapy experiences that meet the client's objectives.</b>			
<b>12.2 Formulate goals and objectives for individual and group therapy based upon assessment findings.</b>			
<b>12.3 Identify the client's primary treatment needs in music therapy.</b>			
<b>12.4 Provide preliminary estimates of frequency and duration of treatment.</b>			
<b>12.5 Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client.</b>			
<b>12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.</b>			
<b>12.7 Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).</b>			
<b>12.8 Plan and sequence music therapy sessions.</b>			
<b>12.9 Determine the client's appropriate music therapy group and/or individual placement.</b>			
<b>12.10 Coordinate treatment plan with other professionals.</b>			

<b>13. Therapy Implementation</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>13.1 Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.</b>			
<b>13.2 Provide music therapy experiences that address assessed goals and objectives for populations specified in the Standards of Clinical Practice.</b>			
<b>13.3 Provide verbal and nonverbal directions and cues necessary for</b>			

<b>successful client participation.</b>			
<b>13.4 Provide models for and communicate expectations of behavior to clients.</b>			
<b>13.5 Utilize therapeutic verbal skills in music therapy sessions.</b>			
<b>13.6 Provide feedback on, reflect, rephrase, and translate the client's communications.</b>			
<b>13.7 Assist the client in communicating more effectively.</b>			
<b>13.8 Sequence and pace music experiences within a session according to the client's needs and situational factors.</b>			
<b>13.9 Conduct or facilitate group and individual music therapy.</b>			
<b>13.10 Implement music therapy program according to treatment plan.</b>			
<b>13.11 Promote a sense of group cohesiveness and/or a feeling of group membership.</b>			
<b>13.12 Develop and maintain a repertoire of music for age, culture, and stylistic differences.</b>			
<b>13.13 Recognize and respond appropriately to effects of the client's medications.</b>			
<b>13.14 Maintain a working knowledge of new technologies and implement as needed to support client progress towards treatment goals and objectives.</b>			

<b>14. Therapy Evaluation</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
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<b>14.1 Design and implement methods for evaluating and measuring client progress and the effectiveness of therapeutic strategies.</b>			
<b>14.2 Establish and work within realistic time frames for evaluating the effects of therapy.</b>			
<b>14.3 Recognize significant changes and patterns in the client's response to therapy.</b>			
<b>14.4 Recognize and respond appropriately to situations in which there are clear and present dangers to the client and/or others.</b>			
<b>14.5 Modify treatment approaches based on the client's response to therapy.</b>			
<b>14.6 Review and revise treatment plan as needed.</b>			

<b>15. Documentation</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>15.1 Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.</b>			
<b>15.2 Document clinical data.</b>			
<b>15.3 Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner.</b>			
<b>15.4 Effectively communicate orally and in writing with the client and client's team members.</b>			
<b>15.5 Document and revise the treatment plan and document changes to the treatment plan.</b>			
<b>15.6 Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.</b>			

<b>16. Termination/Discharge Planning</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>16.1 Assess potential benefits/detriments of termination of music therapy.</b>			
<b>16.2 Develop and implement a music therapy termination plan.</b>			
<b>16.3 Integrate music therapy termination plan with plans for the client's discharge from the facility.</b>			
<b>16.4 Inform and prepare the client for approaching termination from music therapy.</b>			
<b>16.5 Establish closure of music therapy services by time of termination/discharge.</b>			

<b>17. Professional Role/Ethics</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>17.1 Interpret and adhere to the AMTA Code of Ethics.</b>			
<b>17.2 Adhere to the Standards of Clinical Practice.</b>			
<b>17.3 Demonstrate dependability: follow through with all tasks regarding education and professional training.</b>			
<b>17.4 Accept criticism/feedback with willingness and follow through in a productive manner.</b>			
<b>17.5 Resolve conflicts in a positive and constructive manner.</b>			
<b>17.6 Meet deadlines without prompting.</b>			
<b>17.7 Express thoughts and personal feelings in a consistently constructive manner.</b>			
<b>17.8 Demonstrate critical self-awareness of strengths and weaknesses.</b>			
<b>17.9 Demonstrate knowledge of and respect for diverse cultural</b>			

<b>backgrounds.</b>			
<b>17.10 Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.</b>			
<b>17.11 Demonstrate skill in working with culturally diverse populations.</b>			
<b>17.12 Adhere to all laws and regulations regarding the human rights of clients, including confidentiality.</b>			
<b>17.13 Demonstrate the ability to locate information on regulatory issues and to respond to calls for action affecting music therapy practice.</b>			
<b>17.14 Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice.</b>			
<b>17.15 Demonstrate basic knowledge of music therapy service reimbursement and financing sources (e.g., Medicare, Medicaid, Private Health Insurance, State and Local Health and/or Education Agencies, Grants).</b>			
<b>17.16 Adhere to clinical and ethical standards and laws when utilizing technology in any professional capacity.</b>			

<b>18. Interprofessional Collaboration</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>18.1 Demonstrate a basic understanding of professional roles and duties and develop working relationships with other disciplines in client treatment programs.</b>			
<b>18.2 Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.</b>			
<b>18.3 Define the role of music therapy in the client's total treatment program.</b>			
<b>18.4 Collaborate with team members in designing and implementing interdisciplinary treatment programs.</b>			

<b>19. Supervision and Administration</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>19.1 Participate in and benefit from multiple forms of supervision (e.g., peer, clinical).</b>			
<b>19.2 Manage and maintain music therapy equipment and supplies.</b>			
<b>19.3 Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).</b>			
<b>19.4 Write proposals to create new and/or maintain existing music therapy programs.</b>			

<b>20. Research Methods</b>	<b>MUY 480A</b>	<b>MUY 480B</b>	<b>MUY 480C</b>
<b>20.1 Interpret information in the professional research literature.</b>			
<b>20.2 Demonstrate basic knowledge of the purpose and methodology of historical, quantitative, and qualitative research.</b>			
<b>20.3 Perform a data-based literature search.</b>			
<b>20.4 Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.</b>			

**Areas to be addressed during 480A:**

**Areas to be addressed during 480B:**

**Areas to be addressed during 480C:**

**Additional Comments:**

### **ITP REFLECTION - MUY 480A**

**Write a 3-6 page REFLECTION on your current strengths and weaknesses with regards to the specific competencies in**

each of the 3 Major categories. This reflection will be used during an ITP meeting with the music therapy Program Director to assess your current skills and focus your learning needs for the coming year. Using the Individual Training Plan, rate yourself with the key on the first page. When there is reference to material you have not yet studied, simply indicated DNA (does not apply).

Set up your paper as follows:

**Part I Music Foundations**

**Statement of Reflections**—Indicate how you have developed in these areas to this point. Identify strengths and weaknesses. Relate comments to specific Competencies.

**Plan**—Make statements with specific reference to competencies about how you plan to develop areas of weakness. Set goals and identify a specific course of action to attain the goal.

**Part II Clinical Foundations Same as above.**

**Part III Music Therapy Same as above.**

## **ITP REFLECTION - MUY 480B**

Write a 3-6 page REFLECTION on your current strengths and weaknesses with regards to the specific competencies in each of the 3 Major categories. This reflection will be used during an ITP meeting with the music therapy Program Director to assess your current skills and focus your learning needs for the coming year. Using the Individual Training Plan, rate yourself with the key on the first page. When there is reference to material you have not yet studied, simply indicated DNA (does not apply).

Set up your paper as follows:

**Part I Music Foundations**

**Statement of Reflections**—Indicate how you have developed in these areas to this point. Identify strengths and weaknesses. Relate comments to specific Competencies.

**Plan**—Make statements with specific reference to competencies about how you plan to develop areas of weakness. Set goals and identify a specific course of action to attain the goal.

**Part II Clinical Foundations Same as above.**

**Part III Music Therapy Same as above.**

## **Learning Objectives—MUY 480 B**

Learning Objectives are designed by the music therapy student and his/her University/College director and are a

summary of the pre-internship evaluation and comments. These learner objectives will serve as a focus for the internship.

**Signature Page**  
**Pre-internship evaluation**

**Student**

**Date**

**Director of Music Therapy**

**Date**

**Mid-internship evaluation**

**Student**

**Date**

**Internship Supervisor**

**Date**

**Director of Music Therapy**

**Date**

**End of Internship Evaluation**

**Student**

**Date**

**Internship Supervisor**

**Date**

**Director of Music Therapy**

**Date**

**Attached are additional Assessments pertinent to the content of this document and include:**



