Healing Hearts Music TherapyPracticum Requirements
Florida State University

**Preschools/Child Development Music Groups**

**Practicum description:**

* Group Interaction
* Working with children aging from 6 months to 5 years of age
* Develop creativity, flexibility, and ability to adapt quickly
* Client Objectives: Increase socialization, increase stimulation, academic goals, developmental goals, providing opportunities to practice skills in all developmental areas (communication, gross and fine motor skills, cognitive skills, social-emotional skills)

**General Rules:**

* 1 - Confidentiality
* 2 - Dress and Grooming: no jeans, business attire
* 3 - Assignments: Follow layout below, supervisor(s) will adjust if necessary
* 4 - **\*Contact supervisor(s) in advance if you must cancel your practicum\***
* 5 - Follow all practicum site rules
* 6 - Professional boundaries

**Assignments:**

1. Learns 30 new children’s songs (15 by midterm) including 1 hello song, 1 goodbye song, and 1 transition song.
2. Create **8 original activities**
3. Movement Activity
4. Academic Activity (colors, numbers, identifying animals, etc.)
5. Activity to increase socialization or teach a new social skill
6. Instrument Activity
7. Book Activity with movement, singing, or chanting
8. Activity to teach emotions
9. Activity with Scarves
10. Your Choice
11. Complete a summary of **TWO** research articles relating to the population with which you are working.
12. Session Plan: Complete 1 session plan for each week identifying a developmental domain and goal for each activity with a detailed description of the activity. Turn this into your supervisor before each session. You may create your own form to be turned in or use the form below as a template.
13. Evaluation Form: **Print 12 evaluation forms** and bring one to each session. Turn this into your supervisor at the beginning of each session to be filled out.
14. Group Documentation Forms: **Print 12 group documentation forms** and complete at the end of each session. Each will be turned in the following week.
15. **You are responsible for turning in a copy of your written work to your professor and one copy to your supervisor. It is suggested that you also keep a copy for your records.**
16. Lead **TWO** complete sessions **independently** at the end of the semester. Include a hello song, transition songs, and a goodbye song.

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Assignment Due Dates

Week 1: Observe, take notes.

Week 2: Hello Song, participate in group, instrument handout, begin documentation.

Week 3: Hello and Goodbye Songs ***from here on out***, **3 songs memorized.**

Week 4: Movement Activity, **5 songs memorized**. Documentation check.

Week 5: Academic Activity, Co-leading 50%, **8 songs memorized.**

Week 6: Instrument Activity, Co-leading 50%, **12 songs memorized.**

Week 7: Book Activity with movement, singing, or chanting, ***Midterm! 15 songs memorized.***

Week 8: Activity to teach emotions, **18 songs memorized.** Documentation check.

Week 9: Activity with Scarves, **21 songs memorized**.

Week 10: Your choice, **24 songs memorized.**

Week 11: Lead entire session, Leading entire session, **27 songs memorized.**

Week 12: Lead entire session, **30 songs memorized,** article summaries and documentation due. (Submit copies of these to Dr. Standley)

**\*\*\*This schedule is designed with *flexibility* in mind. Should you want to work ahead, feel free to do so! We can adjust due dates of activities, add more activities to learn, and edit the amount of work as the semester progresses in order to enhance your therapeutic skill level. Please make every effort to stay on schedule with your song memorization!**

**Kindly email me AT LEAST 3 days in advance with the songs you will be adding for the week.
\*\*This will affect your practicum evaluation at the end of the semester if not followed accordingly\*\***

**Be prepared to use the songs learned during that week’s activity and expect me to call previously used songs when needed. I will try to let you know in advance what songs will be repeated during the first few weeks, but as we progress, please be prepared to perform any in your repertoire list.**

**If an activity is due in the coming week, include a detailed description in your email AT LEAST 3 days in advance if we have not already discussed the details, and let me know what kind of support you will need from me (any special songs not in your repertoire, specific instruments, etc.) I strongly encourage you to run your ideas by me BEFORE YOU BEGIN YOUR ACTIVITIES to avoid any oversights.**

**Remember that we are here to help you! Please contact your supervisor by email or phone we you have questions or concerns!**

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Creating Session Plans

**Assessment: Initial assessment vs. on-going assessment**

**What do you need to know?**

* Age (developmental or chronological)
* Medical History
* Diagnoses
* Strengths
* Limitations (physical/visual/hearing)
* Family involvement
* Music preference
* Goals? MT related vs. referral

**How to gather information?**

* Observation
* IEP’s
* Teacher/Specialist
* Group vs. Individual

**Goals:** developmental, specific-academic, social, curricular, behavioral

 **Group goals vs. individual**

**Creating individual goals within group goals**

* **Motor Goals:** range-of-motion, exercise, coordination, balance
* **Communication:** verbalizations, non-verbal, vocalizations, language, speech prosody, working in groups, joint-attention, interaction
* **Cognitive:** sequencing, tracking, following directions, task completion
* **Behavioral:** classroom behaviors (staying in seat, impulsivity, maladaptive behaviors, shouting out, hitting), self-stimulation
* **Academic:** counting, telling time, vocabulary (Dolch sight words), sentence structure, opposites, verbs, etc.
* **Social:** self-help skills, identifying emotions in self and others

**Interventions:** singing, movement, instrument playing, lyric analysis, games, art, song writing, active listening, passive listening

* **Adaptation:** based on exceptionality/developmental ability/age/limitations

**Assessment and Documentation of Progress:** how will you assess progress?

* Weekly, monthly, annually
* Tracking behaviors

**Sample Session Plan Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity  | Materials | Plan | Objectives | Goals |
| Hello Song (My Right Hand Says Hello) | Guitar | Play one measure of C on guitar and sing “My Right Hand Says Hello”.  | Children will make eye contactChildren will say/wave hello | Social skills: greeting, appropriate interaction with peers and therapistCommunication: Waving/saying hello |

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Repertoire Checklist

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_

Practicum Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location/Population: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Genre: | Song Title | Key | Strum/PickingPattern | Date Played Memorized | Proficient? |
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| Total Songs:  |  |  |  |  |  |

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Weekly Evaluation Form

 Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Song/Activity** | **Feedback** |
|  |  |
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|  |  |

Applied feedback from previous week?

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Reinforcements Specific

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Musicianship: Guitar Voice

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**Self-Evaluation:**

Strengths during session:

1)

2)

3)

Improvements for next week:

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Notes:

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Documentation

|  |  |  |
| --- | --- | --- |
| Class:  | Date: / / Time: -  | Theme/Unit:  |

Developmental Domain: Motor Cognitive Communication Social/Emotional Behavioral Academic

Indicate if student met goal: Y (yes met goal independently), + (met goal with prompt), N (did not meet goal).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | % On Task | Participation | PromptingNone----------Max. | Meet Goal? | Comments |
|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |  |
|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |
|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |
|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |
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|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |
|  | 0 25 50 75 100 | Y N | 0 1 2 3 | Y + N |

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Format for Article Summaries

APA Citation

**Example:**

Cevasco, A.M., & Grant, R.E. (2006). Value of musical instruments used by the therapist to elicit responses from individuals in various stages of Alzheimer’s disease. *Journal of Music Therapy, 43*(3), 226-246.

**Discussion:**

Purpose: State the purpose of the study.

Subjects: Identify the subjects in the study.

Procedure: Identify how the study was conducted.

Results: Summarize the results of the study.

Implications: How does this affect the profession of music therapy?