

Music Therapy 2017 Implementation Report

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Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing	Anticipated Completion Date
Recommendation: Undergraduate Instruction and Supervision (Reviewers' Recommendation #5).	Unit	Faculty of Music	September 2015
<p>2016 Comments</p> <p>Unit Comments: The BMT program now has a newly written and updated 'Student Placement Handbook' as well as a 'Supervisors Placement Handbook.' These documents have helped clarify and elucidate policies and procedures necessary for smoothly running placements. Orientation sessions for new and continuing supervisors continue. We have recently acquired funding for a full-day clinical supervisors' workshop for both the BMT and MMT programs.</p> <p>Decanal Comments: Continuing efforts to improve communication with (and the experience of) part-time instructors and placement supervisors is appreciated by all concerned. As noted, significant strides have been made in this regard. (see p. 12 of the Review)</p> <p>PRS Comments: The committee found unpacking the variety of sub-recommendations within this recommendation quite challenging. In next year's report, please provide an update on each of the issues raised by the reviewers within this category.</p>			
<p><input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Other</p>			
<p>2017 Unit Comments: Please find attached the 'Student Placement Handbook' and the 'Supervisors Placement Handbook'. We continue to strengthen the links between placements supervisors, part time faculty and the general running of the BMT program. We have created this year 3 full-time study days for students who are taking the internship courses MU458A and MU458B. As BMT coordinator I am also meeting regularly with internship supervisors to check on the status of students during their internships.</p>			
<p>2017 Music Decanal Comments: The three handbooks: "Undergraduate Music Therapy Handbook", "Undergraduate Supervisor Handbook", and "Graduate Music Therapy Handbook" are exceptional resources that communicate clearly the expectations placed on all parties involved, and provide a robust set of tools and forms that will standardize the feedback provided by supervisors. The entire Music Therapy should be commended for the quality and coverage of these resources. Reports regarding the study days have been quite positive, giving the students a clear forum to share their experiences and express concerns. Music therapy classes are no longer twinned at the graduate and undergraduate levels. The handbooks do not, however, address the reviewers' concerns regarding the provision of a clear outline of the material and approaches</p>			

covered in the curriculum itself, so that instructors may not have a clear understanding of prior coverage of material. A handbook for part-time instructors might be a useful addition to the other handbooks, which summarized the learning objectives, scope, and methodologies expected for each course in the curriculum, allowing new instructors to have a fulsome understanding of the entire music therapy curriculum in one place. I believe that such resource might fully satisfy the reviewer's concerns.

2017 PRS Comments: The committee appreciates the submission of the student handbooks to accompany this year's Implementation Report. We concur with the Dean that a handbook for part-time instructors teaching in the programs would also be a valuable resource, and would appreciate an update on the completion of this in next year's report.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing	Anticipated Completion Date
Recommendation: Collaboration and Engagement Outside the Program (including increased presence on campus) (Reviewers' Recommendation #2).	Unit	n/a	May 2016
Recommendation completed (2016).			

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing	Anticipated Completion Date
Overall Vision Statement (Reviewers' Recommendation #1).	Faculty of Music	n/a	May 2016

2016 Comments

Unit Comments: Since this review the BMT program has been taking substantial steps to clarify its pedagogical and philosophical theoretical framework. With the changes in the MMT program, and the formation of the 'College of Registered Psychotherapists of Ontario', it became necessary to differentiate the theoretical underpinnings of the BMT program, focusing on its strengths for future students and their careers as music therapists. For students who do not elect to continue with graduate studies in psychotherapy, the BMT program has been working to clarify its theoretical stance. This has been achieved in part with the creation of the new courses described in #2. Further to this the coordinator of the BMT program has been active in clarifying the music-centered nature of the program and the need for students to understand and clarify their scope of practice for working as a music therapist in different health care settings.

In the MMT program, there are now substantially revised, electronic versions of the Graduate Students' Handbook and the Graduate Supervisors' Handbook that focus on the MMT program requirements and learning outcomes according to a "Music Psychotherapy" teaching philosophy and learning approach. In the handbook for graduate students, all placement requirements and expectations (e.g., assignments, clinical documentation, informed consent) for ethical and professional conduct are provided as well as required competencies for the College of Registered Psychotherapists of Ontario.

In the handbook for graduate supervisors, all placement requirements and expectations for ethical and professional conduct are provided. Required competencies for the College of Registered Psychotherapists of Ontario are clarified as

well as guiding information for doing graduate supervision (e.g., graduate students' stages of learning in clinical work [adult learning theories]; how to recognize and work through supervisor countertransference; reading list for "how to" supervise music psychotherapy clinical work).

The job details for hiring graduate music therapy supervisors (Contract Academic Staff) have been revised to be more in line with graduate supervisor competencies required by the College of Registered Psychotherapists of Ontario.

We continue to work on revisions to the website content for the MMT program in order to make it more informative and accessible in regard to program goals, philosophy and learning outcomes. Having said this though, the role of the graduate coordinator remains critical in regard to recruitment and dealing with the diversity of questions from applicants. This kind of personal attention, supplied by timely emailing, phone calls and (when possible) in-person meetings with potential MMT applicants will continue to be essential, even with improved website content.

Music Decanal Comments: "A unified mission, vision and values statement" would help clarify the extent, nature and character of the music therapy programs for the benefit of its instructors, potential students, and research community. Now that considerable work has been undertaken to clarify program and placement details, simple statements of the BMT/MMT's mission, vision and values could be easily distilled from various relevant documents. (see p. 10 of the Review)

FGPS Decanal Comments: I could not find the above mentioned handbooks on the Music website. In fact, there is no program information beyond the application landing page that I could find. Until I or the acting dean see and review these, I do not consider the recommendation addressed.

PRS Comments: Please provide any updates related to the implementation of this recommendation in next year's report.

Completed In Progress Other

2017 Unit Comments: For the BMT program we continue to solidify the programs scope of practice as a music-centered music therapy program.

We agree that it is important to distill from various relevant documents "a unified, vision and values statement." We now have a fourth (4th) position in the music therapy programs (BMT and MMT); a music therapist-in-residence who works four (4) days a week at Homewood Health Centre in Guelph and one (1) day a week at Laurier. Her input would facilitate the drafting of this statement during the time that other full-time faculty are on Sabbatical Leave, e.g., The current Graduate Coordinator will be on a 1-year Sabbatical Leave, July 1, 2017-June 30, 2018. In order to reflect the "extent, nature and character of the music therapy programs" it would be ideal if all four (4) full-time music therapy faculty worked together to draft this statement.

The graduate handbooks are not on the Faculty of Music website because they are for the benefit of the programs' music therapy instructors, professors, clinical supervisors and graduate students. Much of the material in these handbooks focuses on course syllabi, clinical placement regulations, and best practices in regard to confidentiality, informed consent and psychotherapy competencies required by the College of Registered Psychotherapists of Ontario (www.crho.ca)

There was some discussion about expanding website content for the MMT program this year, e.g., the Graduate Coordinator met with the FGPS communications officer about the process of posting feature stories about MMT alumni to highlight their clinical work as professional music therapists in various health care settings and geographical locations. This important work is currently being done by a Faculty of Music staff member.

Due to the workload of the graduate coordinator, and one (1) of the full-time music therapy faculty who is a Registered Psychotherapist (RP) being on Sabbatical, Fall, 2016, there was not any follow up in order to coordinate the efforts of the Faculty of Music and discussion with the Faculty of Graduate and Postdoctoral Studies.

We agree that there needs to be more MMT program information beyond the application landing page. But without administrative support, website expertise and graduate music therapy faculty resources to develop and coordinate this initiative, the recommendation will be difficult to implement for the upcoming year. For example, the Director of the Manfred and Penny Conrad Institute of Music Therapy Research will also be acting graduate coordinator, July 1, 2017-June 30, 2018.

2017 Music Decanal Comments: While I agree that input from the limited term music therapist-in-residence would provide an additional voice and perspective in a unified mission, vision, and values statement, leadership for this initiative needs to come from the three permanent music therapists on faculty. I echo and simply refer to the 2016 Music Decanal Comments on this matter, and note that this element remains in progress. The Faculty of Music has been operating on a reduced staff complement this year, remaining one position down while budget uncertainties were being resolved. We are presently undertaking a search to fill the open staff position; with the additional support it may be possible to consider other concerns that have arisen from this recommendation.

2017 FGPS Acting Decanal Comments: I think that having the handbooks on the website would be helpful for the programs' music therapy instructors, professors, clinical supervisors and graduate students. I don't see why there should only be a physical copy. It's my feeling that applicants would most likely benefit from this material as well, if only to see where the program places its emphases and what its outcomes are likely to be. I would encourage the MMT program reach out to our new Communications Coordinator, Claire Prime, at FGPS and get this material onto the web page. Claire will also be able to work on further communications strategies around success stories, faculty profiles, alumni clinical work practices, and program notices, for the benefit of existing students and also recruitment. Key here will be supplying content, while FGPS should be able to facilitate placement on Laurier's internal and external facing web pages

2017 PRS Comments: As the unit indicates that the implementation of this recommendation is in progress, and the comments of both deans suggest there is further work to be accomplished on this recommendation, the committee would appreciate an update on the intent of the original reviewers' recommendation in next year's report.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing	Anticipated Completion Date
Direction of the Master's Program (resolve degree name) (Reviewers' Recommendation #6).	Unit/Faculty of Music/FGPS/SAPC/Senate	n/a	May 2016
Recommendation completed (2016).			

Music Decanal Comments: The music therapy program remains strong, and continues to be a destination of choice for many students with music therapy aspirations, both nationally and internationally. The unit has made great progress toward satisfying the reviewers' concerns, and the remaining elements do not appear to be unreasonably

onerous, if addressed intentionally over the course of the year. It also appears that much of the remaining work can be accomplished asynchronously by the unit, removing the barrier of a requirement for face-to-face meetings. I am eager to see this work completed in the coming year.

PRS Comments: The committee appreciates the detailed updates provided in this year's Implementation Report. As the two remaining recommendations are noted to still be in progress, the committee requests an update on initiatives related to these recommendations in 2018.

Subsequent Report Required? Yes No