

# Music Therapy

2016 Annual Implementation Report

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## Recommendations from 2014-2015 Final Assessment Report

<b>Recommendation: Undergraduate Instruction and Supervision (Reviewers' Recommendation #5).</b>	
<b>Responsibility for Implementation: Unit</b>	<b>Responsibility for Resourcing: Faculty of Music</b>
<b>Anticipated Completion Date: September 2015</b>	
2015-2016 Progress (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress Other (please explain):	
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.	
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)	
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.	

<b>Recommendation: Collaboration and Engagement Outside the Program (including increased presence on campus) (Reviewers' Recommendation #2).</b>	
<b>Responsibility for Implementation: Unit</b>	<b>Responsibility for Resourcing: n/a</b>
<b>Anticipated Completion Date: May 2016</b>	
2015-2016 Progress (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress Other (please explain):	
Unit Comments: New course initiatives have allowed collaboration and engagement outside the program:  MU454 'Medical Music Therapy' – this course provides students with the concrete clinical-musical skills to work in hospitals. Techniques and methods that include Neurologic Music	

Therapy means students can potentially link their work with the new health initiatives at Laurier.

MU368 'Music, Culture and Community' – this course will provide students with contemporary issues facing health care workers in different contemporary settings.

Both MU158 'Introduction to Music Therapy' and MU368 'Music, Culture and Community' have now been opened and accessible to all students at Laurier. We have had interest from Global Studies the Business School and Kinesiology. This initiative will hopefully attract students across campus and integrate the BMT within the university as a whole.

In the MMT program, collaboration and engagement goals are being met through the growing number of sustainable graduate placement sites (current and new), and research collaborations with other programs at Laurier. For example, there are several interdisciplinary research projects in collaboration with MMT students and Kinesiology and Cognitive Neuroscience.

The music therapy placement coordinator and graduate coordinator work in collaboration to negotiate the establishment of graduate placement sites. Sustainability is crucial in order to meet the learning needs of MMT students, and to develop strong relationships with clinical health care staff and administrators in different communities in order to potentially create employment opportunities for MMT graduates (e.g., GTA; Stratford, Guelph, New Hamburg; St John's, Newfoundland; Vancouver, BC)

For the first time this year (Spring, 2016), there were 21 graduate students who needed full-time clinical placements (MU508 and MU610). Besides the new sites mentioned below, Laurier's on-campus music therapy clinic is in now operation throughout the Spring/Summer. We call these kinds of placements, "community placements", which means individual clients are coming from different communities to have their music therapy sessions in the Faculty of Music (music therapy wing). This practice is a much more effective use of clinical space and instruments that would otherwise be idle for 4 months (May-August). These community placements also give MMT students the clinical experience of working with a variety of clients (differences in age, gender, diagnoses and therapeutic needs).

There are 2 new graduate placement sites at long-term care/palliative care facilities in Stratford. There is a plan to have a new undergraduate and graduate placement site at a mental health facility in Guelph by September, 2016. We are in discussion with clinical staff and doctors at Mount Sinai Hospital in Toronto because of their considerable interest in having graduate music therapy students work with babies in the NICU, plus provide support for parents.

There will be a new graduate placement site at KW Counselling Services, a multi-service agency that provides individual, family, group and outreach supports to the community. There is also a new graduate placement site with Muslim Social Services in Kitchener, which started Spring 2016 (MU508, May-August).

We will continue to work on establishing graduate placement sites with the Wellness Centre at Laurier as well as the Delton Glebe Counselling Centre, Waterloo Lutheran Seminary.

Music Decanal Comments: Collaboration and Engagement Outside the Program will continue to strengthen the position of MT at Laurier and beyond. (see p. 11 of the Review) Local and regional partnerships are important and certainly “having a greater presence across campus” is crucial to the growth and continued success of both programs. I would add that we are all aware that national and international programs and partnerships can be leveraged to enhance the reputation of Laurier’s MT programs and could help secure new research funding. A Canada Research Chair in Music Therapy should be given careful consideration and the Research Office could be engaged in this discussion sooner rather than later. There is potential to link a CRC (or something like it) with the proposed doctoral initiative in the area of Community Music Therapy.

As noted in the Final Assessment Report, “Music Therapy is an expensive program – it features studio instruction, small classes, and supervised placements – and opportunities to generate new revenue will need to be explored. Offering courses with wide appeal, which is likely not difficult in areas like music and health, could generate funds to realize expansionary goals broached in the Reviewers’ Report and Unit Response.” I am pleased to see movement in this direction with new and existing courses being opened to the wider University community. Online offerings, and more courses with popular appeal, should continue to be developed to balance the specialist offerings for MT students.

FGPS Decanal Comments: I am pleased to see the growing number and diversity of placements for MMT students. These initiatives further strengthen an already excellent graduate program. Opening existing courses to students in other programs would benefit all students as long as they have the appropriate preparation. With Laurier’s continuing focus on graduate programs in various kinds of therapy (in Music as well as the Faculty of Social Work, the Seminary, and in Faculty of Science), there is a real opportunity to become a center of excellence. I would encourage the MMT program to explore online and hybrid methods of program delivery as well, since this will allow it greater scope in terms of recruitment.

PRS Comments: The committee appreciated the thoroughness of the response provided and considered this recommendation to be completed. There is no need to report on it further.

<b>Recommendation: Overall Vision Statement (Reviewers’ Recommendation #1).</b>	
<b>Responsibility for Implementation: Unit / Faculty of Music</b>	<b>Responsibility for Resourcing: n/a</b>
<b>Anticipated Completion Date: May 2016</b>	
2015-2016 Progress (check one): Completed <input checked="" type="checkbox"/> In Progress Other (please explain):	
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.

**Recommendation: Direction of the Master's Program (resolve degree name)  
(Reviewers' Recommendation #6).**

**Responsibility for Implementation:  
Unit/Faculty of  
Music/FGPS/SAPC/Senate**

**Responsibility for Resourcing: n/a**

**Anticipated Completion Date: May 2016**

2015-2016 Progress (check one):

Completed

In Progress

Other (please explain):

Unit Comments: There has been attention given to the potential for changing the name of the Master's Program (from Music Therapy to Music Psychotherapy). With further discussion and thought, however, we do not think it is necessary to change the name of the MMT program.

Since we are the only music therapy program in Canada that offers a music-centred psychotherapy focus and pedagogy, there really is no need to change the degree name in order to reflect this practice. In regard to perceived competition from the Master of Music and Health program at the University of Toronto, we are the only program in Ontario that offers clinical placements (5 music psychotherapy placements). There is no clinical work required in the MA program at U of T.

The existing emphasis and reputation of the Master's program is well known nationally and internationally. In terms of recruitment, Laurier's MMT program is defined by the offering of music psychotherapy placements (5 in total; 2 are full-time clinical placements), music-centred psychotherapy supervision as well as the opportunity to conduct an original research study within music-centred psychotherapy. In terms of reputation, we had 43 applications this year for the 2-year MMT program. Target enrolment for the 2-year MMT program is 12-14 students.

In reference to being in line with the College of Registered Psychotherapists of Ontario, we continue working to maintain a viable balance in the MMT program between the music-centred focus, which is a pedagogical strength, and the psychotherapy competencies required by the College to practice as a Registered Psychotherapist (RP) in Ontario.

We will continue to improve MMT content on Laurier's website in order to inform potential applicants about psychotherapy competencies taught in the program that ready MMT graduates for applying to the College as Qualifying Members. We have also included a question in the MMT interview in order to discover applicants' understanding of music-centred psychotherapy, plus we provide information in the interview about this philosophy and approach. It is essential we communicate clearly that the MMT program is both music-centred AND a psychotherapy program.

In the next year, we will be formally applying to the College for official approval as a program that offers psychotherapy training. The application is stringent and the process will require substantial work, plus resources for its completion (faculty resources, input from CAS resources [music therapy supervisors], and administrative support). As well, the application fee is expensive (c\$3500). Therefore, we need to do the application right the first time.

We have been preparing for the College application by revising all MMT course curricula and we are in the process of revising all course syllabi in order to clearly communicate that psychotherapy in the context of music-centred practice is taught in the MMT program through coursework and 5 Music Psychotherapy Placements (MU504, MU508, MU603, MU604 and MU610).

MU610 is a new (additional) placement course (effective September 1, 2015) that offers MMT students more of the hours required for applying to the College, i.e., clinical hours, direct client hours, supervision hours and the safe and effective use of self (SEUS) hours.

Music Decanal Comments: I agree that a name change is unnecessary at this time. (see p. 13 of the Review)

FGPS Dean: Sounds like a good plan.

PRS Comments: It sounds like the issue of the program name has been resolved; there is no need to report on this recommendation further.

***Additional Comments (Unit):*** The BMT program is going through a period of immense change. With the inclusion of the CAMT internship and accreditation within the program, the structure of the program has been re-defined. Further to this the coordinator has been active in creating new courses that will help students as they move in practicing as professional music therapists. There are current initiatives to create new placements that will reflect the changes in the program and newly defined contemporary clinical practices e.g. medical, community and culture. There is also a rise in the number of students applying for and entering the BMT music therapy program. With the growing interest in music and health and Laurier's reputation both in music therapy education and research we are set to lead and set academic and musical standards for undergraduate music therapy in Canada.

In the MMT program, we have the enviable asset of being able to teach advanced clinical musicianship as well as psychotherapeutic skills, attitudes, and knowledge in order to sustain best practices in contemporary music psychotherapy practice.

***Additional Comments (Dean(s)):*** The music therapy programs have been privileged over the years to have few competitors nationally. I don't expect this situation to last much longer and promoting our programs widely and branding them intentionally, is definitely in order. Further, the music therapy programs at both levels are uniquely poised for expansion, with applications and interest increasing each year. The programs align perfectly with Laurier's internal and external planning documents and growth seems appropriate and timely.

The challenge, of course, is that expansion is not possible without new faculty positions and new physical space. I look forward to working with the Unit to see what might be possible over the next few years, particularly in light of the new budget model. A new Music Therapist-in-Residence position is already in development and I'm hoping other new and

innovative initiatives will be forthcoming. The Faculty of Music must build on its strengths and there can be no doubt that our MT programs are both a strength and the feature that distinguishes us from other institutions. The Faculty of Music is now wrapping up a Strategic Planning exercise and I will be very interested to see what's brought forward in terms of curriculum renewal and research development in music therapy.

***Additional Comments (PRS):*** The Program Review Sub-Committee thanks Music Therapy for the thoroughness of the responses to each of the broad categories of recommendations made by the external review committee in last year's cyclical review. The committee considered two out of the four recommendations to be sufficiently completed and there is no need to report on these further. The committee looks forward to an update on the two outstanding recommendations in next year's report.