

MUSIC THERAPY CLINICAL MUSICIANSHIP ASSESSMENT PROCESS

The following document contains information about the *Clinical Musicianship Assessment Process* for the University of Kansas Music Therapy program. As you progress through the academic and clinical components of the curriculum, it will be your professional responsibility to demonstrate readiness for continuation in the program through the progressive assessment of your clinical musicianship. The assessment opportunities will be demonstrated for the *Clinic Supervision Team* that includes members of the music therapy faculty and clinic supervisors.

This process includes the following components for Undergraduate Students:

- Pre-Clinical Musicianship Assessment A
- Pre-Clinical Musicianship Assessment B
- Clinical Musicianship Assessment
- Clinical Musicianship Portfolio
- Internship Pre-Assessment

This process includes the following components for Graduate Equivalency Students*:

- Clinical Musicianship Assessment
- Clinical Musicianship Portfolio
- Internship Pre-Assessment

**Note: Pre-Clinical Musicianship Assessment A and B are completed as part of the admissions process for students entering the Graduate Equivalency Program.*

Pre-Clinical Musicianship Assessment A (a component of MEMT 150 for UG students)

As a music therapy major you will begin to build a portfolio of repertoire that is appropriate for working with various client groups by choosing a **minimum of 10 songs from the *KU-MT Song List*** posted in the “Course Documents” section on the Blackboard site for this course. At this time, you should **ONLY** include songs in the portfolio that you are able to sing (**accompanied or unaccompanied**) without looking at the lyrics (*i.e.* memorized) for a minimum of 2 verses. You must prepare a minimum of 10 songs; you are welcome to include more than 10 songs in your portfolio, but the Clinical Supervision Team (CST) will select a sample of songs for implementation based on the repertoire you select.

Preparation

1. Select a minimum of 10 songs from *KU-MT Song List* representing a diverse range of clients.
2. Prepare a list of these songs with the title **PreClinical Musicianship Assessment A** and your name.
3. Practice and memorize each song (accompanied or unaccompanied).
4. Select your strongest song to begin the implementation sequence.

Implementation

1. Introduce yourself with an appropriate speaking voice.
2. State the title of your selected song and begin singing with appropriate facial expression, physical proximity to the group, and eye contact with the group (*i.e.* scan the group members).
3. The CST will ask to hear additional songs from your list. We will determine how many songs from your list you will sing.
4. Vocally imitate a 2-measure melodic phrase. Phrases will be in a major tonality and will be in either duple, triple, or quadruple meter.

NOTE: For those students enrolled in the guitar class this semester, you have begun this process as part of your requirements in that course and can use the same songs. For those of you who have not yet taken guitar, you will start your portfolio in MEMT 150 and then continue to add songs next semester when you take the guitar class.

Pre-Clinical Musicianship Assessment B (a component of MEMT 196 for UG students)

As a music therapy major you will continue to build a portfolio of repertoire that is appropriate for working with various clients. For those students enrolled in this class, you started building this portfolio in MEMT 150 and will continue to add songs each semester.

For this assessment, **you will need to choose a minimum of 10 additional songs selected from the *KU-MT Song List*** posted in the “Course Documents” section on the Blackboard site for this course. These songs are in addition to the ones on your list for MEMT 150. You now have a list of at least 20 songs for your Clinical Musicianship Assessment (CMA). You are expected to be able to sing **and** accompany all listed songs without looking at the lyrics (*i.e.* memorized) for a minimum of 2 verses.

Preparation

1. Select 10 **new** songs from *KU-MT Song List* that would be appropriate for a diverse range of clients.
2. Prepare a comprehensive list of the 10 songs from the PreClinical Musicianship Assessment A, plus the 10 new songs. The list should include your name and title ***PreClinical Musicianship Assessment B***.
3. Practice and memorize each song. Each song will be accompanied on guitar, piano or another portable instrument **preapproved** by the MT faculty.
4. You will be expected to create a simple accompaniment to an unfamiliar melody. The CST will establish and identify the key of the melody and will present the song 3 times. During the first and second presentation you must find the basic I, IV, and V7 chord changes using piano or guitar. On the third presentation you will play along while the CST sings the melody.
5. Select your strongest song to begin the implementation sequence.

Implementation

1. Introduce yourself with an appropriate speaking voice.
2. State the title of your selected song and begin singing with appropriate facial expression, physical proximity to the group, and eye contact with the group (*i.e.* scan the group members).
3. The CST will ask to hear additional songs from your list. We will determine how many songs from your list you will sing.
4. Accompaniment: Listen to the song performed by the CST. Listen a second time and quietly establish the key and chord changes. Accompany the CST two additional times to confirm accuracy.

Clinical Musicianship Assessment

UG: completed at conclusion of Clinical Techniques Classes (sophomore year)

GEP: completed at the conclusion of fall semester Year 1

Preparation

Must demonstrate proficiency on **two** portable instruments, guitar and piano/keyboard. A third instrument such as autoharp, accordion, or ukulele may also be used sparingly. **Students should know basic chords in several keys with a variety of strum, rhythm and accompaniment patterns.**

1. UG: Select 40 new songs with half from the *KU-MT Song List* and the remaining half obtained from other sources that would be appropriate for a diverse range of clients. (You now have a list of 60 songs for your Clinical Musicianship Assessment.)

GEP: Select 50 new songs with half from the *KU-MT Song List* and the remaining half obtained from other sources that would be appropriate for a diverse range of clients. (You now have a list of 60 songs for your Clinical Musicianship Assessment by adding these to the 10 you prepared during the Admissions process.)

2. Prepare a list of these songs (title and artist) and make 3 copies for the Clinic Supervision Team (CST). The document should include your name and title ***Clinical Musicianship Assessment***. Beside each of the 60 songs, state the key in which you will initially play that song.
3. Prepare to play songs in the keys of C, D, E, G, and A major **or** e, a, and d minor as appropriate for the song and your vocal range. **These songs do not need to be memorized. A capo may be used but only sparingly. Lead sheets with Roman Numerals should be used during the assessment. While you may choose to use an iPad during clinic, the skill of transposition is consequential and is to be demonstrated.**
4. You will also be expected to create a simple accompaniment to an unfamiliar melody. The CST will present the song 3 times. During the first and second presentation you must find the key and basic I, IV, and V7 accompaniment using piano or guitar. On the third presentation you will play along while the CST sings the melody.

Implementation

1. Introduce yourself with an appropriate speaking voice.
2. State the title of one song. (First song chosen by the student and sung alone.)

3. Find the accurate starting pitch. Play an appropriate introduction and give an appropriate musical and/or physical cue to the CST to begin singing with appropriate facial expression, physical proximity to the group, and eye contact with the group (i.e., scan the group members). Although you are not required to memorize the songs, a certain level of appropriate eye contact and clinical leadership is expected.
4. Transpose the song if requested to do so to appropriate neighboring keys. Be prepared to read lead sheets using Roman Numerals to represent chords if requested to do so for songs chosen off *KU-MT Song List*.

Clinical Musicianship Portfolio

Implementation

1. As a key component of developing functional musicianship as a clinical music therapist, building a diverse repertoire is critical. At the conclusion of EACH clinical practicum rotation semester, you will be required to add 10 new songs to your portfolio.
2. Your clinical supervisor will check your portfolio and may ask for you to demonstrate proficiency on any of the new or previous songs listed.
3. As you complete your coursework, you should have 100 songs from the *KU-MT Song List* or other appropriate resources in your portfolio with the ability to use each clinically.

Undergraduate Students:

- a) 10 from PreClinical Musicianship Assessment A
- b) 10 from Preclinical Musicianship Assessment B
- c) 40 from Clinical Musicianship Assessment (20 each semester)
- d) 10 from each Clinical Practicum semester for a total of 40

Graduate Equivalency Students:

- a) 10 from Admissions Process
- b) 50 from Clinical Musicianship Assessment (conclusion of MEMT 251 and prior to entering your first Clinical Practicum)
- d) 10 from your first Clinical Practicum semester, and 15 from each of your second and third Clinical Practicum semesters for a total of 40

Internship Pre-Assessment

UG: completed during Professional Developmental Seminar I Week 7

GEP: completed at the beginning of the Fall Semester Year 2

Preparation

1. Prepare a 20-minute music therapy session suitable for a population in which you anticipate interning.
2. Bring a copy of your resume and the session plan.
3. Wear professional dress in consideration for your chosen population.
4. Prepare yourself for questions in the following areas:
 - a. goals, objectives, and therapeutic interventions for your chosen site
 - b. your strengths and weaknesses
 - c. music therapy theory, rationale and support for using music in your chosen setting
 - d. your past practicum experiences
 - e. why you want this internship and why you should be chosen
 - f. potential situations/scenarios where you may be asked about advocating for music therapy in your chosen setting
5. Sight-read a song suitable for your chosen population/setting.

Implementation

1. Introduce yourself and present your resume and session plan.
2. Lead a simulated session with the CST functioning as clients.
3. Interview with the CST as if they were members of the internship facility. Be prepared:
 - a. to answer questions comparable to topics listed above
 - b. to ask the committee appropriate questions
 - c. to sight-read (e.g., sing, play) a committee chosen song