

Music and Wellness Handbook

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Musicians' Handbook

Part One: Before Sessions

Select Partner Healthcare Facilities

Choose to work with facilities that have supportive staff who can guide you through the session planning process, spaces that meet your logistical needs, and clients who you feel comfortable engaging during music and wellness sessions.

Ask healthcare providers questions like the following to decide which facilities will be able to collaborate effectively with you:

- ❖ Whom do you serve? Which of these individuals or groups might be interested in attending a musical session at your facility?
- ❖ Is there someone at your facility who knows potential participants and will be able to use this knowledge to guide me throughout the session planning process?
- ❖ In what space will it be best to hold a session?
 - How many participants can this space accommodate?
 - Can participants be seated in this area? If so, what seating arrangements are possible?
 - Can participants freely enter and leave this area?
 - In locations that people cannot freely enter and leave, musicians must perform with heightened sensitivity to participants' needs. It is best if musicians with experience in music and wellness conduct sessions in these areas, which include hospital waiting rooms and hallways. Musicians with limited experience in music and wellness may instead want to begin conducting sessions in more public spaces, like lobbies and cafeterias.
 - Is there any outside noise (hum, ventilation, traffic, etc.) in this area?
 - What is the lighting in this area like?
 - Is there a piano?
- ❖ What days and times will work especially well for holding a session? Are there any scheduling limitations I need to keep in mind?
- ❖ Are there any prerequisites to visiting your facility? For instance, do I need to go through a volunteer orientation or pass a background check?

If possible, conduct a site visit of a healthcare facility and speak with other musicians who have worked there to learn more about the advantages and disadvantages of working with that facility.

Know the Participants

Remember that this is client-based work. Design your sessions with participants' needs in mind, and ask whatever questions are necessary to learn about these needs. Gain insight by investigating participants' backgrounds (family, religion, education, career, etc.) and answering questions like the following:

- ❖ Who might be participating in my session?
 - Will the group include patients, families, staff, and/or others?
 - If I interact with patients, will they be inpatients or outpatients?
 - What are participants' interests?
 - What are participants' musical preferences?
- ❖ How many people might participate?
- ❖ How long should a session for these participants last?
- ❖ What will participants be doing immediately before and after the session?
- ❖ What might participants' physical, mental, and emotional states be like during the session?
- ❖ What will participants need?

Choose Session Goals, Music, and Activities

Healthcare professionals can use their familiarity with participants to help you determine appropriate session goals. Musicians of the Pittsburgh Symphony Orchestra have found the following guidelines useful when selecting music to achieve goals identified in collaboration with healthcare professionals:

- ❖ Choose music that both you and participants will enjoy.
- ❖ Generally pick music in major keys. Hopeful songs in minor keys (e.g., Irish jigs) may also be acceptable. Avoid anything sad!
- ❖ Avoid pieces with lyrics that may contain negative associations.
- ❖ Only play religious music upon request (and then only if it will not disturb others who are nearby). Prepare a variety of seasonally appropriate music for members of different ethnic and religious groups in your community so that you are ready for requests.
- ❖ Select short and simple pieces so that you can easily stop playing or repeat sections of the music as necessary.

- ❖ Choose melodic pieces, and generally stay within the human voice range.

If you are new to music and wellness, you can plan a session with a fake book containing a variety of music, including pieces that will likely be familiar to participants. Although you may not play everything in the fake book, the assortment of music you have prepared will allow you to flexibly meet participants' needs.

You can also adapt repertoire as necessary to accomplish your session goals. For example, you can modify a piano reduction of orchestral music to fit the instrumentation of your ensemble.

Select Music that Relaxes or Energizes Participants

Speak to the healthcare professionals at your facility to determine whether you should try to relax or energize participants during a session. While you will often want to focus on one end of the energy spectrum, you should typically have music with a mix of energy levels ready to play so you can invigorate participants and alleviate their stress as necessary. Professionals can help observe participants so you can adjust the mood of your selections when needed.

The chart on the following page highlights some of the main characteristics of relaxing and energizing music. Pieces will not always have all of the characteristics listed in either column, but they will generally fit into one of the two categories.

	Relaxing Music	Energizing Music
Tempo	50-80 beats per minute	80+ beats per minute
Rhythm	Regular patterns	Dotted or syncopated patterns
Meter	Gentle beat, predictable meter	Strong beat, unpredictable meter
Melody	Stepwise, small range, slow notes, long phrases	Skips, wide range, fast notes, short phrases
Harmony	Consonance, infrequent changes, few lines	Dissonance, frequent changes, many lines
Form	Simple, predictable	Complex, unpredictable
Texture	Consistent	Inconsistent
Dynamics	Soft	Loud
Timbre	Softer instruments like strings, harp, guitar, or voice; low-pitched instruments	Louder instruments like brass or percussion; high-pitched instruments
Changes	Gradual changes in tempo, dynamics, texture, and/or harmony	Sudden changes in tempo, dynamics, texture, and/or harmony

Dona Nobis Pacem, Mozart's "Romanza" from *Eine Kleine Nachtmusik*, and Bizet's "Intermezzo" from *Carmen* are all examples of relaxing music. Energizing pieces include the folk tune *Swallowtail Jig*, Vivaldi's "Allegro" from *Spring*, and Joplin's *Pineapple Rag*.

Develop Activities that Engage Participants

During a session, you can engage participants to help them remain in the moment and distract them from their present circumstances. It is usually the activities or discussions accompanying your selected music, rather than the pieces themselves, that make a session especially engaging. Talk to the healthcare professionals at your facility to discuss ideas for appropriate and interesting activities.

Put It Together

Visit the appendices to view sample session plans or create your own:

- ❖ [Children's Hospital Atrium Session Plan](#)
- ❖ [Children's Hospital Lobby Session Plan](#)
- ❖ [VA Cognitive Therapy Group Session Plan](#)
- ❖ [VA Hospice Session Plan](#)
- ❖ [Blank Music and Wellness Session Template](#)

Part Two: During Sessions

Observe the Environment

When you arrive at a healthcare facility, examine the environment and modify your session based on new information, if necessary. Doing the following can help you decide if you need to adapt your program:

- ❖ Observe the energy level and ambient noise level at the location.
- ❖ Ask a music therapist or another professional to share information about the general stress level in the facility, as well as any unusual events that might affect the playing environment.
- ❖ Talk with some of the participants to learn information that will affect their choice of pieces.

Follow Hygiene Protocols

So that you do not spread illnesses to participants, you should never attend a session when sick. You can also protect participants by washing your hands frequently and following other facility guidelines for cleanliness before, during, and after a session.

Work as a Team

Always collaborate with a team while leading a music and wellness session. Teammates can monitor participants' responses to the music, activities, or discussions. For instance, healthcare professionals and musicians taking a break from playing can observe participants and pay attention to their nonverbal cues, like facial expressions and body language. It is imperative to continuously gather feedback during a session so you can alter the mood and tempo of your music as needed.

Interact with Participants

Remember that music and wellness sessions are not performances; they are interactive musical events. While it is important to play the right music at sessions, the personal interactions you have with participants are far more important. If you are not completely comfortable interacting with participants or engaging

them in conversation, you can ask healthcare professionals attending your sessions for help.

You do not need to prepare long speeches for your music and wellness sessions. Instead, initiate dialogue with participants between pieces. Feel free to use music to spark conversations. For example, you can ask participants if they ever played an instrument or sang in a choir, or you can invite them to talk about their favorite music. In addition to asking questions, listen to participants if they want to share anything about themselves.

Finally, accept that you cannot possibly know every song a participant might request during a music and wellness session. If a participant requests a piece that you do not know or are not comfortable playing, try to suggest something that belongs to a similar era or genre. You can also suggest music that conveys the same feeling (love, hope, etc.) as the originally requested piece.

Be Flexible

You can typically plan to play five to ten minutes, followed by a pause, to make adjustments as necessary. Sessions often last 30-60 minutes, but you must be prepared to change selections or stop playing at any moment if the music is no longer appropriate.

Part Three: After Sessions

Assess Your Work

To gauge effectiveness and generate ideas for improvement, you should always reflect on your work after a music and wellness session. Whenever possible, gather written and/or verbal feedback from multiple individuals, including healthcare professionals and participants, to paint an unbiased picture of your session's impact.

Reflection can take on many forms. For instance, you can record your thoughts in a journal or discuss them with a healthcare professional. In any case, ask yourself questions like the following:

- ❖ What goals did I hope to achieve with my music and wellness session?
- ❖ Did I achieve my session goals? What evidence suggests that I did or did not achieve these goals?
- ❖ Did achieving the session goals positively affect participants? What evidence suggests that the session did or did not positively affect participants?
- ❖ Which pieces were especially effective in achieving my goal(s)? Which pieces seemed ineffective? What made these pieces effective or ineffective?
- ❖ Are there any pieces I did not play that would likely be effective in future sessions? If yes, what are they and why might they be effective? Can I adapt the music I already have to make it more effective? If so, how?
- ❖ Was I able to effectively communicate with participants? Can I more effectively communicate with participants in future sessions? If so, how?
- ❖ Were there any uncomfortable situations when I did not know what to do? What happened? How can I prevent situations like these from happening again in the future?
- ❖ Was this a positive experience for me? Why or why not?

Arts Administrators and Healthcare Providers' Handbook

Part One: Creating Music and Wellness Programs

Determining Program Need

Before starting a music and wellness program, you must first consider how this type of initiative will benefit the community, your organization, and potential partners. Do not assume what those outside of your organization need or want, but listen and learn by asking multiple people about opportunities, challenges, and priorities. Only then can you determine what kind of program might be of value to all, as well as whether a program is likely to have enough support to succeed.

Identifying Resources and Partners

Once you have identified potential stakeholders' most pressing needs, begin thinking about how your organization might address these priorities. By taking an inventory of resources and establishing partnerships, you can see what it is possible to accomplish.

If you choose to partner with an outside organization to develop a music and wellness program, select your partner carefully, because it will greatly affect your success. You will need a partner (or partners) with similar goals and complementary resources so that you can work together in a unified manner to achieve a common purpose.

Arts organizations looking for partner healthcare facilities, whether hospitals, outpatient clinics, assisted living facilities, or institutions of another type, should particularly think about questions like the following during the vetting process:

- ❖ Is there someone at this facility who knows potential participants and will be able to use this knowledge to guide musicians throughout the program planning process?
- ❖ Does this facility have a board-certified music therapist on staff? If not, is it interested in having a music therapist on staff in the long-term?
 - A facility will ideally have a music therapist who personally knows participants and their musical preferences available to guide musicians. Others with these qualifications can assist musicians in the short-term, but facilities hiring music therapists demonstrate an additional level of commitment to the integration of music and healthcare. Music and wellness programs often make the deepest, most sustained impact when coordinated with music therapy and other services offered by healthcare facilities on a daily basis.
- ❖ Does the facility have an event location that participants can freely enter and leave?
 - Because not all clients at a facility may be interested in attending music and wellness sessions, aim to deliver sessions in areas that people can freely enter and leave. People should always be free to choose whether they will participate in sessions.

Healthcare professionals can assess the musical expertise that potential partners have to offer by considering whether these organizations already employ or collaborate with musicians who are able to develop and implement effective music and wellness sessions. If your potential partners do not yet have appropriate musicians on their rosters, think about whether they are able to recruit new musicians or train those they currently employ to do this kind of work.

Collaborating with Partner Organizations

Ensure that each organization understands its role in the partnership by periodically considering questions like the following:

- ❖ What needs will we address through this program?
- ❖ How will the program be funded? Will it be funded through internal revenue streams; program-specific grants from organizations interested in funding the arts, healthcare, or the population being served; or a combination of sources? Who will obtain funding?
- ❖ What other resources will we need to achieve these goals? Who will secure these resources? (e.g., who will recruit and hire musicians? Who will buy music, music stands, or other program supplies?)
- ❖ Who will train musicians? What topics will this training cover? How will this training be delivered? (e.g., will we host workshops? Will we ask musicians to observe existing music and wellness programs?)

- ❖ Who will identify and recruit potential program participants?
- ❖ Who will ensure that the goals of individual music and wellness sessions are meaningful to participants? Who will ensure that musicians choose music and activities that help participants achieve session goals?
- ❖ Who will determine each session's length? Location?
- ❖ Who will observe sessions to guarantee they run smoothly for all involved?
- ❖ Who will handle PR? What are the procedures for photographing, interviewing, or surveying program participants?
- ❖ Who will serve as the main point of contact for each partner?

Selecting Musicians

As you recruit or hire musicians to participate in a music and wellness program, select people who are willing to collaboratively plan and deliver personalized, interactive sessions. The chosen musicians must put participants and their needs first, which means they should be able to:

- ❖ Comfortably interact with the participants in a particular healthcare facility
- ❖ Make program participants feel welcome and at ease
- ❖ Engage participants of varying ages and backgrounds in meaningful conversation
- ❖ Select and perform a variety of music relevant to participants
- ❖ Observe nonverbal cues to gather feedback from participants (this can be done with assistance from healthcare professionals)
- ❖ Flexibly adapt a musical program according to participants' responses

To assess whether musicians will be a good fit for your music and wellness program, consider both interviewing them and observing them in action during a sample session.

Training Musicians

Comprehensive training can help musicians learn how to successfully plan, implement, and evaluate music and wellness sessions. You or your partner should provide musicians with initial training in relevant topics such as:

- ❖ What music and wellness is and how it relates to music therapy
- ❖ Who the key players in music and wellness programs are
- ❖ How to collaborate with healthcare facilities
- ❖ How to gather information about the needs of participants before sessions
- ❖ How to set session goals

- ❖ How to select and adapt music for sessions
- ❖ What questions to ask participants in order to learn about their musical preferences
- ❖ What nonverbal cues to look for when observing participants during sessions
- ❖ How to interact with participants during sessions
- ❖ How to cope with the stress of working in a healthcare facility
- ❖ How to manage unexpected situations
- ❖ How to assess a session's effectiveness

You can deliver this content in many different ways, including lectures, one-on-one or group discussions, interactive workshops, webinars, site visits, or observations of other musicians' sessions. Choose the method that works best for your musicians and ensure that they can build their knowledge with opportunities to both practice new skills and hear from others experienced in music and wellness. Even as musicians begin working with participants, you can help them feel supported and comfortable by pairing them with more seasoned partners the first time they visit a new facility.

Step-by-Step Program Design Guide

The most successful music and wellness programs are realistic, goal-oriented, and intentionally designed to address needs. Our step-by-step guide outlines a process that can help you develop a program with these qualities. Each step poses a question and includes sample answers from the PSO. Your responses may look different than the PSO's, and that is okay. Every program is shaped by unique circumstances, but by considering universally applicable questions, you can gather the information needed to create an impactful program.

Part One: Getting Started

Step One: What is your mission?

- ❖ Definition: A **mission** statement succinctly explains your program's reason for being.
- ❖ Guiding Questions:
 - What do we ultimately hope our program will accomplish?
 - How are we going to accomplish this?
 - Who will benefit from our program?
- ❖ PSO Example: The Music and Wellness Program utilizes the expertise of the musicians and staff of the PSO to serve as a resource empowering

individuals and communities to use music for the promotion of health and wellness.

Step Two: What is your vision?

- ❖ Definition: A **vision** statement depicts what will ideally happen if you fulfill your mission.
- ❖ Guiding Question: What do we think will happen if we fulfill our mission?
- ❖ PSO Example: The PSO's Music and Wellness Program strives to be a nationally-recognized model for improving the well-being of individuals and communities through music.

Step Three: What are your goals?

- ❖ Definition: A **goal** is a meaningful target you must reach on the path to fulfilling your mission.
- ❖ Guiding Question: Broadly speaking, what do we need to do to fulfill our mission?
- ❖ PSO Examples:
 - Inspire people to use music to maintain and improve their health.
 - Inspire healthcare facilities to regularly provide therapeutic musical programs for patients, families, and employees.
 - Strengthen PSO musicians' connections to the community.
 - Empower arts organizations, healthcare facilities, and musicians to establish, sustain, and improve music and wellness programs in their communities.

Step Four: What are your objectives?

- ❖ Definition: An **objective** is an action you can take to attain your goals.
- ❖ Guiding Question: What can we do to achieve our goals?
- ❖ PSO Examples:
 - Goals: Inspire people to use music to maintain and improve their health. Inspire healthcare facilities to regularly provide therapeutic musical programs for patients, families, and employees. Strengthen PSO musicians' connections to the community.

- Objective: Collaborate with music therapists to provide customized programming for healthcare facilities in the Pittsburgh area and abroad.
- Goal: Empower arts organizations, healthcare facilities, and musicians to establish, sustain, and improve music and wellness programs in their communities.
 - Objective: Maintain and enhance a comprehensive and freely accessible online music and wellness resource center.

Part Two: Identifying Resources and Activities

Step One: What resources can you use to achieve your goals and objectives?

- ❖ Guiding Questions:
 - Which people will work with this program?
 - What funding can we put toward this program?
 - Does this program involve a physical space?
 - Are there any resources we need for this program that we do not currently have?
 - What constraints might limit the use of our resources?
- ❖ PSO Examples:
 - Objective: Collaborate with music therapists to provide customized programming for healthcare facilities in the Pittsburgh area and abroad.
 - Resources:
 - PSO musicians
 - Music therapists and other healthcare professionals
 - PSO staff
 - Appropriate locations at healthcare facilities
 - Funding opportunities (grants, individual donations, etc.)
 - Constraints:
 - Difficult to schedule sessions at times that work for both musicians and facilities
 - Must comply with facility volunteer requirements and privacy policies, which may affect photo or video recording and use

- Only certain PSO musicians are comfortable doing this kind of work

Step Two: What activities can you engage in with these resources?

- ❖ Guiding Question: What activities will help you accomplish your goals and objectives?
- ❖ PSO Example: We will plan, implement, and evaluate therapeutic musical programs for patients/residents, families, and employees at healthcare facilities.

Step Three: By doing these activities, what can you offer the people you serve?

- ❖ Definition: An **output** is a product or service generated when you engage in programmatic activities.
- ❖ Guiding Questions:
 - Will we offer music and wellness sessions?
 - Which people or facilities will we reach through sessions?
 - How many sessions will we offer?
 - Will we offer other music and wellness resources (program handbooks, consulting services, professional development workshops, etc.)?
- ❖ PSO Examples:
 - X Music and Wellness sessions per year at the Children's Hospital of Pittsburgh of UPMC
 - X Music and Wellness sessions per year at the VA Pittsburgh Healthcare System
 - X Music and Wellness sessions per year at other facilities

Part Three: Seeing Results

Step One: Given these outputs, what will your program achieve in the short-term?

- ❖ Definition: An **outcome** is a measurable change experienced by those involved in a program. Outcomes can occur over varying periods of time—from the immediate short-term to the distant long-term.

- ❖ Guiding Questions:
 - How will our program affect the knowledge of those involved?
 - How will it affect skills?
 - How will it affect attitudes?
 - Are there any other ways in which the program will immediately impact those involved?
- ❖ PSO Examples of Initial Outcomes:
 - Music and Wellness sessions provide immediate benefit to participants.
 - Participants have a positive attitude toward the Music and Wellness Program.
 - Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program.
 - PSO musicians have a positive attitude toward the Music and Wellness Program.

Step Two: What will your program achieve in the intermediate-term?

- ❖ Guiding Question: How will our program affect the way people behave over time?
- ❖ PSO Examples of Intermediate Outcomes:
 - Healthcare facilities continue to use the PSO as a resource.
 - PSO musicians continue to be involved in the Music and Wellness Program.
 - Note that there are no intermediate or long-term outcomes for participants because it is not currently realistic for the PSO to follow up with program participants and measure changes in behavior over time.

Step Three: What will your program achieve in the long-term?

- ❖ Guiding Question: Will our program generate any sustained and systemic changes?
- ❖ PSO Examples of Long-Term Outcomes:
 - Healthcare facilities establish long-term relationships with the PSO.
 - PSO musicians grow in their ability to engage audiences.

Step Four: How will you measure your achievements?

- ❖ Definition: An **indicator** is a benchmark against which to measure progress toward the achievement of an outcome.
- ❖ Guiding Questions:
 - What meaningful and specific signs can we measure or observe to see if individuals have been affected in the intended ways?
 - How many of those involved in the program can we realistically expect to impact?
 - Over what period of time can we reasonably expect the achievement of outcomes to occur?
- ❖ PSO Examples:
 - Initial Outcome: Music and Wellness sessions provide immediate benefit to participants.
 - Indicator 1: Music therapists or other healthcare professionals indicate that sessions achieve X% of planned goals.
 - Indicator 2: For X% of sessions, healthcare professionals indicate that at least 75% of participants benefit from their Music and Wellness session attendance.
 - Indicator 3 (if able to survey participants): X% of participants indicate that they benefit from their session attendance.
 - Indicator 4 (if able to survey participants): Participants indicate that sessions achieve X% of planned goals.
 - Initial Outcome: Participants have a positive attitude toward the Music and Wellness Program.
 - Indicator 1 (if able to survey participants): Given the opportunity, X% of participants would attend another live music event at the facility.
 - Initial Outcome: Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program.
 - Indicator 1: X% of music therapists or other healthcare professionals attending Music and Wellness sessions believe these sessions positively or very positively impact participants.
 - Indicator 2: X% of healthcare professionals are very interested in providing additional PSO Music and Wellness sessions at their facility in the next year.

- Indicator 3: X% of healthcare professionals are very likely to recommend the Music and Wellness Program to others in their field in the next year.
- Initial Outcome: PSO musicians have a positive attitude toward the Music and Wellness Program.
 - Indicator 1: X% of musicians believe they will be more adept at engaging the community in the future because of their participation in the Music and Wellness Program.
 - Indicator 2: X% of musicians find their participation in the Program satisfying or very satisfying.
 - Indicator 3: X% of musicians are very interested in staying involved with the Program during the next year.
 - Indicator 4: X% of musicians would recommend that their colleagues join the Program in the next year.
- Intermediate Outcome: Healthcare facilities continue to use the PSO as a resource.
 - Indicator 1: X% of healthcare facilities request additional Music and Wellness sessions in the year after a visit.
 - Indicator 2: X% of healthcare facilities host additional Music and Wellness sessions in the year after a visit.
- Intermediate Outcome: PSO musicians continue to be involved in the Music and Wellness Program.
 - Indicator 1: X% of musicians return to participate in the Music and Wellness Program for a second consecutive year.
- Long-Term Outcome: Healthcare facilities establish long-term relationships with the PSO.
 - Indicator 1: X% of healthcare facilities host Music and Wellness sessions for three consecutive years after hosting an initial Music and Wellness session.
 - Indicator 2: X% of these facilities host multiple sessions per year.
- Long-Term Outcome: PSO musicians grow in their ability to engage audiences.
 - Indicator 1: X% of musicians more effectively engage participants during their second year of participation in the Music & Wellness Program.

- Indicator 2: X% of musicians visit new facilities, units, and/or types of participants during their second year in the Music and Wellness Program.

Step Five: What assumptions have you made while answering these questions?

- ❖ PSO Example: Healthcare professionals and members of the PSO staff will collaborate with musicians to develop therapeutic musical programs that benefit patients/residents, families, and employees at healthcare facilities. Program participants will recognize these benefits and be inspired to continue using music to maintain and improve their health. Healthcare professionals and musicians will see how participants benefit from live music and be inspired to continue providing programs. Sustained commitment from all parties will lead to more opportunities for people to improve their health and well-being through music. In addition, musicians who repeatedly interact with a variety of participants in different healthcare facilities will grow in their ability to engage audiences, which will lead to stronger relationships with the community.

Part Four: Putting It Together

Now that you have thought through all of the basic components of program development, you can create a logic model to see how these elements fit together. Logic models are diagrams that outline plans for achieving goals and corresponding objectives.

By following the steps in this guide, you have already gathered the information you need to complete your own logic model. Our appendices provide sample logic models that, with varying levels of detail, illustrate the framework for the portion of the PSO's Music and Wellness Program taking place in healthcare facilities. There is also a template to use when designing your own program.

- ❖ [Simplified PSO Logic Model \(No Indicators\)](#)
- ❖ [PSO Logic Model with Indicators](#)
- ❖ [Logic Model Template](#)

Part Two: Measuring Program Impact

Always evaluate music and wellness sessions to assess progress toward goals. Evaluation can help you learn what you are doing well and discover how to make your program more beneficial for all involved. Positive feedback collected through the evaluation process can also strengthen your case for support from funders, partners, and others.

Evaluation Tips

- ❖ Before each session, speak with your partnering organization to determine who will conduct an evaluation, what questions the evaluation process will ideally answer, which data collection method or combination of methods (surveys, interviews, etc.) will gather the most useful feedback, and who will share their thoughts through the evaluation process.
- ❖ Assess both program impact and implementation. Impact evaluation should go beyond measuring the number of people served by gauging quality—how beneficial a program is to participants, musicians, your organization, and your partner(s). Implementation evaluation also matters because even an expertly-designed program may not achieve intended outcomes if not implemented as planned.
- ❖ Seek input from as many of the people involved as possible to ensure that you can objectively identify successes and areas for improvement relevant to each stakeholder group.
 - You can always solicit feedback from healthcare professionals and musicians, but it is not always possible or appropriate to ask for participants' reactions. For instance, it would be intrusive to survey or interview families attending a memorial service to grieve for children who have passed away. As another example, older participants with dementia may not have the mental capacity required to answer evaluation questions.
- ❖ Gather a variety of data to share with partners, funders, and other program supporters. Numbers, quotes, ratings, and other types of data can all play a valuable role in making your case for support. Be flexible in collecting and sharing the data useful to each stakeholder.
- ❖ Continuously improve evaluation processes to reflect program changes, increase data quality, and document new outcomes.
- ❖ You do not need to be an expert to successfully design or implement an evaluation, but a little bit of knowledge can go a long way. Any number of free online resources can help you develop appropriate questions, effectively use data collection tools, and accurately analyze results.

Evaluating Impact

By using the [Step-by-Step Program Design Guide](#) to identify goals, objectives, outcomes, and indicators, you can discover which questions a program evaluation needs to answer. Although the distinct circumstances of each program generally merit the creation of unique evaluation questions, two sample survey items displayed with corresponding information from the PSO's logic model demonstrate how outcomes and indicators can guide the development of evaluation tools.

- ❖ Initial Outcome: Music and Wellness sessions provide immediate benefit to participants.
 - Indicator: Music therapists or other healthcare professionals indicate that sessions achieve X% of planned goals.
 - Corresponding Question from a Healthcare Professionals' Survey: Please indicate whether each of the following goals was accomplished during the Music and Wellness session.
 - Bringing participants together
 - Cognitively stimulating participants
 - Conveying a message of optimism to participants
 - Encouraging participants to engage in social interaction
 - Encouraging participants to physically respond to the music
 - Energizing participants
 - Facilitating reminiscence
 - Helping participants cope with their grief
 - Improving participants' mood
 - Making participants feel supported
 - Providing a positive distraction for participants
 - Providing sensory stimulation for participants
 - Reducing participants' pain
 - Relaxing participants
 - Question Notes: The goals included as possible responses were determined in conjunction with music therapists. Because healthcare professionals involved in all Music and Wellness sessions answered this question through a standard, post-event online survey, not all goals were relevant for all

events. To account for this, respondents could select “no,” “yes,” or “N/A” for each bulleted goal. PSO staff then aggregated the responses to assess the percentage of planned goals (yes / [no + yes]) achieved on an annual basis.

- Indicator: Participants indicate that sessions achieve X% of planned goals.
 - Corresponding Questions from a VA Transitional Unit Session Survey:
 - Did the music improve your mood?
 - Did the music make you feel more hopeful?
 - Did the music make the environment in the VA more relaxing?
 - Did you enjoy spending time with others at the event?
 - Question Notes: The goals assessed by these questions were also determined in conjunction with music therapists. Respondents taking post-event paper surveys selected “no” or “yes” to answer each question. PSO staff then aggregated the responses to calculate the percentage of planned goals achieved annually.

In addition to crafting questions that measure progress toward indicator benchmarks, consider gathering supplemental qualitative data that allows you to tell the story of how people experience your program in more detail. For instance, you might invite participants to share stories about a music and wellness session or ask them to describe how the music made them feel. Rich data like this can improve your understanding of quantitative and categorical data, and it can paint a clearer picture of a session’s impact for funders and other supporters who were not present.

Evaluating Implementation

Evaluation processes should also determine whether the inner workings of a program enhance or reduce its effectiveness. Informal conversations with colleagues or partners, as well as items embedded in surveys, interviews, or other formal evaluation tools, can provide useful information concerning program implementation. Key questions like the following can help you start thinking about the specific questions you need to ask yourself, partners, or participants:

- ❖ Were the goals identified for participants realistic and relevant? If not, what goals would have been more appropriate?
- ❖ Did musicians receive the training and support they needed to plan a meaningful session and comfortably interact with participants? If not, what new training and support would help them be more successful?
- ❖ Did the music and activity selection help participants achieve their goals? If not, what changes could make these components more effective in the future?
- ❖ Were there any challenges (in regard to communication, division of responsibility, scheduling, location, identifying and recruiting participants, etc.) in collaborating with our partner? Could these challenges be alleviated in the future? If so, how?

Evaluation Challenges

You may encounter several difficulties while evaluating and documenting music and wellness programs, but fortunately, there are ways to alleviate these challenges:

- ❖ Challenge: It can be difficult to identify realistic and appropriate outcomes for music and wellness programs because there might be different goals for each program session or even different goals for each individual at a single session.
 - Related Challenge: It may also be difficult to measure, and especially to quantify, some of the effects of music and wellness programs.
 - Tip: Ask music therapists or other professionals experienced in healthcare research to help you determine intended outcomes and develop evaluation tools that can effectively measure progress toward these outcomes.
- ❖ Challenge for Arts Administrators: For understandable reasons, healthcare facilities often have very specific procedures that you must follow to protect patient privacy, and these procedures can limit the filming, photographing, and/or surveying of participants.
 - Tip: Ask healthcare professionals what you must do to develop a PR strategy that respects the privacy and needs of all participants. Be flexible and consider alternatives such as filming or photographing participants from behind if you cannot show faces. If you cannot even include the backs of participants' heads in photos, photograph musicians or interview healthcare professionals from the facility on video. Video interviews with healthcare professionals can also help you collect stories about the program if you are not allowed to directly survey or interview participants.

Part Three: Communicating Program Impact

Advocating for Your Program

Before speaking to others on behalf of your program, get to know the people to whom you will deliver the message—your audience. Your audience might consist of musicians, coworkers, supervisors, doctors, nurses, board members, or potential funders; however, in all instances, your case for program support will hinge on the issues your audience cares about, as well as which types of evidence it finds most persuasive. Go through the following steps to decide how to best advocate for music and wellness with your audience.

Step One: Determine what your audience cares about.

Get to know what your audience is particularly passionate about and relate what you do to its interests. For instance, if you are in an arts organization and your colleagues or board members want to reach a more diverse audience, discuss how music and wellness can enable you to reach people in your community who do not come to traditional musical performances. On the other hand, if you are a healthcare administrator and your supervisor would like to decrease costs, share research exploring how therapeutic music interventions have resulted in cost savings by reducing the need for patient medication.

Step Two: Collect relevant evidence.

Gather evidence demonstrating how music can affect the issues your audience cares about. Your collection should include qualitative data, like personal stories illustrating how participants have benefited from music and wellness sessions, and quantitative data, such as statistics demonstrating how participants have experienced significant improvements in numerical quality of life measures (e.g., pain scales) through programs. Look for this evidence in your evaluation results, data from other programs, and scientific research about the arts and healthcare field.

A number of research studies have explored the value of utilizing music in healthcare. Use the following websites as a starting point to find research that supports your decision to invest in a music and wellness program:

- ❖ [Arts & Health Alliance Publications: Americans for the Arts](#)
- ❖ [Music Therapy with Specific Populations: Fact Sheets, Resources, & Bibliographies](#)
- ❖ [PubMed: NCBI](#)
- ❖ [Research: American Music Therapy Association](#)

Step Three: Decide which evidence will be most effective.

Know whether your audience is more likely to be persuaded of the value of a music and wellness program by personal stories, evaluation data, scientific research, or a combination of these sources. Develop your case for support accordingly.

Step Four: Build a case for support.

Use your chosen issues and evidence to build a case for your music and wellness program. Create multiple versions of this case so that you are prepared to give your audience as much or as little information as it requires. Once you have done this, you should be ready to give a 30-second elevator pitch; deliver an extensive, detailed presentation; or carry on any conversation in between.

Appendix A: Children's Hospital Atrium Session Plan

Venue: Children's Hospital

Children's Hospital Contact Person: Board-certified music therapist

Date and Time: TBD

Session Location (Atrium): The Children's Hospital atrium is a large, open space where hospital patients and their families congregate for events. This area is not open to the general public, but it is still fairly busy. The atrium has a medium energy level.

Participant Description: Hospital inpatients and their families, hospital staff

Goals:

1. Relax patients and their families
2. Uplift patients and families
3. Provide opportunities for patients and families to connect within the hospital environment

Ensemble: The music in this program can be adapted to fit any type of ensemble.

Music and Activity Selection Strategy: Develop a potential playlist that includes music familiar to participants, calming and energizing music, music in many styles, music for different combinations of instruments, and music that can be coupled with interactive activities. This variety will help you flexibly adapt to play whatever music participants need in a particular moment.

Use action songs to fully engage children if they are alert or under-stimulated. Mix in pieces suggesting optimism, hope, safety, peacefulness, or reassurance to allow children and caregivers to relax and feel supported.

Pieces: Select approximately 30 pieces like the following.

1. *Are you sleeping?* or another simple, familiar song that creates a sense of normalcy for children. Children can sing it in different languages or perform it as a round.

2. *Menuet I and II* from the *Notebook for Anna Magdalena Bach* by J. S. Bach. These are short, simple, and repetitive pieces that can easily be modified to suit the needs of participants. Children can gently move to these pieces.
3. *The Bear Went Over the Mountain* or another song that allows children to fill in the blank (e.g., "The bear went over the mountain to see ____") and make choices. By giving children choices, you can help them feel like they have control over one aspect of their lives at a time when many things are out of their control.
4. *Pie Jesu* by Faure or another piece that is peaceful and reassuring.
5. *Les Toreadors* by Bizet or another piece that allows children to move and constructively use their extra energy.
6. Familiar songs like those from "Sesame Street" or Disney shows. Educational Sesame Street songs involving counting, colors, or shapes can engage children if they are adjusted to developmentally appropriate levels. (Note that children may be behind because they have missed a lot of school.)
7. *Pennsylvania Polka* or another familiar piece that allows children to connect to the outside world (place, time, etc.).
8. *The Elephant* by Saint-Saens or another piece that tells a story. Children can develop stories through movement, drawings, or narratives while you play.

Appendix B: Children's Hospital Lobby Session Plan

Venue: Children's Hospital

Children's Hospital Contact Person: Board-certified music therapist

Date and Time: TBD

Session Location (Lobby): There is a lot of energy in the Children's Hospital lobby. Many outpatients, hospital staff, and visitors pass through here on their way into and out of the hospital. People in the lobby tend to be moving about and may not stay in this area for long. Due to high foot traffic, the lobby is bustling and somewhat noisy.

Participant Description: Outpatients, hospital staff, and visitors to the hospital

Goals:

1. Match the heightened energy of individuals entering the Children's Hospital (first half of session)
2. Calm the individuals entering the Children's Hospital (second half of session)

Ensemble: The music in this program can be adapted to fit any type of ensemble.

Music and Activity Selection Strategy: Develop a potential playlist that includes music familiar to participants, calming and energizing music, music in many styles, music for different combinations of instruments, and music that can be coupled with interactive activities.

Include selections that will appeal to adults as well as children, since many staff and parents come through the lobby. This variety will help you flexibly adapt to play whatever music participants need in a particular moment.

Ultimately, your mix of pieces should convey a message of optimism, hope, safety, peacefulness, or reassurance. By creating this mood, you can support both children and their caregivers.

Pieces: Select approximately 30 pieces like the following.

1. *Twinkle, Twinkle Little Star* or another familiar song. Familiar songs create a sense of normalcy that enables children to connect to the outside world.
2. *The Eensy, Weensy Spider* or another song with accompanying motions. Songs involving dancing or movement can constructively use children's extra energy.
3. *The Alphabet Song* or another familiar song that children can sing.
4. *The Wheels on the Bus* or another song that allows children to make choices (e.g., children can choose what verses to sing or make up their own verses). By giving children choices, you can help them feel like they have control over one aspect of their lives at a time when many things are out of their control.
5. *In the Hall of the Mountain King* by Grieg or another seasonally appropriate song encouraging children to move and dance. Seasonal songs can help orient children in time and place so they can better connect to the outside world.
6. *The Swan* by Saint-Saëns or another piece that tells a story. Children can develop stories through movement, drawings, or narratives while you play.
7. *Papageno's Song* by Mozart or another Classical piece that is in a major key, cheerful, and energetic. Songs similar to this can match the energy of people coming through the lobby and raise their spirits.
8. *Sheep May Safely Graze* by Bach or another Baroque piece that is upbeat yet relaxing. Selections like this can reassure both staff and visitors to the hospital.

Appendix C: VA Cognitive Therapy Group Session Plan

Venue: VA healthcare facility

VA Contact Person: Board-certified music therapist

Date and Time: TBD

Session Location (Day Room): The day room is an intimate space that can accommodate a small group of participants. There is a low to medium energy level in this area, and participants need to be energized.

Participant Description: Veterans with cognitive impairments (usually 70-90 years old) and VA staff

Goals:

1. Encourage participants to engage in social interaction
2. Energize participants
3. Increase participants' awareness of the environment (time and place)
4. Facilitate memory reminiscence

Ensemble: As long as the VA knows who is coming and can make preparations, any type of ensemble is appropriate in this area.

Music and Activity Selection Strategy: Plan a session that is no longer than one hour, and choose a theme to unify songs, discussions, and activities. Pick any theme you think might interest participants and help achieve the session goals. For instance, you could have a patriotic theme, select music related to an upcoming holiday, or play music from movies/television shows popular during participants' youth.

To spark dialogue, play short pieces connected with stories or interesting facts, and give participants an opportunity to respond after each selection. Qualified professionals attending the session can help you start discussions, which will often arise organically. Leave plenty of time for talking, but note that some veterans may be nonverbal or have difficulty verbalizing. You can measure their engagement by observing nonverbal responses, such as making eye contact, clapping to the beat, or otherwise moving in time to the music.

When preparing for a session with a cognitive therapy group, be prepared to both challenge participants and give them security in songs they already know. You can challenge participants by asking them to respond to the music or playing light-hearted songs that are not familiar to them.

Ultimately, you should pick music within your comfort zone so that you can focus less on the technicalities of the music and more on communicating and engaging with participants.

Pieces: Choose approximately 30 pieces. You could select music like the following for a session with a St. Patrick's Day theme. The list includes fast pieces to energize participants, in addition to a mix of familiar and unfamiliar Irish and Scottish tunes.

1. *Kesh Jig* – Traditional Irish
2. *Danny Boy* –Traditional Irish
3. *Lanigan's Ball* – Traditional Irish
4. *Sunset on the Somme* by World War I veteran Peter Graham or another piece connected with a story that can stimulate discussion
5. *Drowsy Maggie* –Traditional Irish
6. *Auld Lang Syne* –Traditional Scottish. It may seem like a strange choice for a St. Patrick's Day session, but it can orient participants in time and place by challenging them to think about why they are surprised to hear a selection like this for St. Patrick's Day.
7. *Swallowtail Jig* – Traditional Irish
8. *Irish Washerwoman* – Traditional Irish

Appendix D: VA Hospice Session Plan

Venue: VA healthcare facility

VA Contact Person: Board-certified music therapist

Date and Time: TBD

Session Location (Hospice): Patients in the hospice area of the VA are typically very ill and do not have much energy. Due to the severity of patients' illnesses, this is a high-stress area for patients and their caregivers. Musicians in this area usually play in a "living room" or just outside of patient rooms.

Participant Description: Hospice patients, their caregivers, and staff

Goals:

1. Relax patients, caregivers, and staff
2. Uplift patients, caregivers, and staff
3. Facilitate social interaction and connection

Ensemble: The music in this program can be adapted to fit any type of ensemble. Since hospices are much quieter than other healthcare facilities, you may want to play more solo pieces than ensemble music. Softer string instruments, especially the cello, harp, or classical guitar, are particularly good choices for this area. Other appropriate instruments include the keyboard and softer winds, like the flute.

Music and Activity Selection Strategy: If you can, play familiar music that makes participants feel comfortable. You also might want to prepare some soft jazz; gospel; slow fiddle; soft, slow marching band music; or music from participants' branches of the military. You can play some lively music, but make sure that these selections are brief and not harsh.

Only play religious music if requested to do so by participants, and be sure you know what religion participants belong to and if it is/was important to them. Prepare selections for members of different religious groups in your community so that you are ready for requests.

Keep pieces, as well as the session as a whole, very short so that you do not drain participants of all their energy. Take breaks to engage participants in

conversation, and listen carefully to anything they tell you. Ask participants if they would like to hear specific selections and give them choices. If a participant requests something that you do not know how to play, suggest pieces you know that are similar in form or content.

Participants may not be well enough to actively participate in a session, but if they are, you can engage them with activities like “name that tune.” You can also let participants make up their own words to familiar songs.

Pieces: Select approximately 30 pieces like the following.

Religious Music:

1. *God Will Take Care of You* – W. Stillman Martin
2. *Amazing Grace* – J. Newton
3. *Abide With Me* – W. H. Monk
4. *Shalom Chaverim, Candle Blessings* – Traditional Jewish
5. *Simple Gifts* – American Shaker Song (can use with Amish participants)
6. *Let There Be Peace on Earth* – S. Miller and J. Jackson
7. *Ave Maria* – Bach-Gounod
8. *All Through the Night* – Traditional Welsh
9. *Jesu, Joy of Man’s Desiring* – J. S. Bach
10. *How Great Thou Art*—Traditional Swedish

Secular Music:

11. *Suite No. 2 for solo cello in d minor, IV. Sarabande* – J. S. Bach
12. *Vocalise* – S. Rachmaninoff
13. *Lullaby* – J. Brahms
14. *Intermezzo Sinfonico* – P. Mascagni
15. *Ashokan Farewell* – J. Ungar
16. *My Love is Like a Red, Red Rose* – Irish Folk Tune
17. *Flower Duet* – L. Delibes
18. *Yellow Submarine* or another Beatles tune that is happy and recognizable so that participants can hear it and connect to the better times of their youth.
19. *Summertime* or another Gershwin piece
20. *Coventry Carol* or other Renaissance music
21. *Anchor Aweigh* or other military music
22. *The Last Rose of Summer* – J. Stevenson
23. *Sumer is Icumen In* – Traditional English

Appendix E: Blank Music and Wellness Session Template

Venue:

Contact Person:

Date and Time:

Session Location:

Participant Description:

Goal(s):

Ensemble:

Music and Activity Selection Strategy:

Pieces:

Appendix F: Simplified PSO Logic Model (No Indicators)

Goals:

- Inspire people to use music to maintain and improve their health.
- Inspire healthcare facilities to regularly provide therapeutic musical programs for patients, families, and employees.
- Strengthen PSO musicians' connections to the community.

Objective: Collaborate with music therapists to provide customized programming for healthcare facilities in the Pittsburgh area and abroad.

Logic Model: See the following page.

Assumptions: Healthcare professionals and members of the PSO staff will collaborate with musicians to develop therapeutic musical programs that benefit patients/residents, families, and employees at healthcare facilities. Program participants will recognize these benefits and be inspired to continue using music to maintain and improve their health. Healthcare professionals and musicians will see how participants benefit from live music and be inspired to continue providing programs. Sustained commitment from all parties will lead to more opportunities for people to improve their health and well-being through music. In addition, musicians who repeatedly interact with a variety of participants in different healthcare facilities will grow in their ability to engage audiences, which will lead to stronger relationships with the community.

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p><i>Resources:</i></p> <ul style="list-style-type: none"> • PSO musicians • Music therapists and other healthcare professionals • PSO staff • Appropriate locations at healthcare facilities • Funding opportunities (grants, individual donations, etc.) <p><i>Constraints:</i></p> <ul style="list-style-type: none"> • Difficult to schedule sessions at times that work for both musicians and facilities • Must comply with facility volunteer requirements and privacy policies, which may affect photo or video recording and use • Only certain PSO musicians are comfortable doing this kind of work 	<ul style="list-style-type: none"> • Plan, implement, and evaluate therapeutic musical programs for patients/residents, families, and employees at healthcare facilities. 	<ul style="list-style-type: none"> • X Music and Wellness sessions per year at the Children’s Hospital of Pittsburgh of UPMC • X Music and Wellness sessions per year at the VA Pittsburgh Healthcare System • X Music and Wellness sessions per year at other facilities 	<ul style="list-style-type: none"> • Music and Wellness sessions provide immediate benefit to participants. • Participants have a positive attitude toward the Music and Wellness Program. • Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program. • PSO musicians have a positive attitude toward the Music and Wellness Program. 	<ul style="list-style-type: none"> • Healthcare facilities continue to use the PSO as a resource. • PSO musicians continue to be involved in the Music and Wellness Program. <p>*Note that there are no intermediate or long-term outcomes for participants because it is not currently realistic for the PSO to follow up with program participants and measure changes in behavior over time.</p>	<ul style="list-style-type: none"> • Healthcare facilities establish long-term relationships with the PSO. • PSO musicians grow in their ability to engage audiences.

Appendix G: PSO Logic Model with Indicators

Goals:

- Inspire people to use music to maintain and improve their health.
- Inspire healthcare facilities to regularly provide therapeutic musical programs for patients, families, and employees.
- Strengthen PSO musicians' connections to the community.

Objective: Collaborate with music therapists to provide customized programming for healthcare facilities in the Pittsburgh area and abroad.

Logic Model: See the following pages.

Assumptions: Healthcare professionals and members of the PSO staff will collaborate with musicians to develop therapeutic musical programs that benefit patients/residents, families, and employees at healthcare facilities. Program participants will recognize these benefits and be inspired to continue using music to maintain and improve their health. Healthcare professionals and musicians will see how participants benefit from live music and be inspired to continue providing programs. Sustained commitment from all parties will lead to more opportunities for people to improve their health and well-being through music. In addition, musicians who repeatedly interact with a variety of participants in different healthcare facilities will grow in their ability to engage audiences, which will lead to stronger relationships with the community.

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p><i>Resources:</i></p> <ul style="list-style-type: none"> • PSO musicians • Music therapists and other healthcare professionals • PSO staff • Appropriate locations at healthcare facilities • Funding opportunities (grants, individual donations, etc.) <p><i>Constraints:</i></p> <ul style="list-style-type: none"> • Difficult to schedule sessions at times that work for both musicians and facilities • Must comply with facility volunteer requirements and privacy policies, which may affect photo or video recording and use • Only certain PSO musicians are comfortable doing this kind of work 	<ul style="list-style-type: none"> • Plan, implement, and evaluate therapeutic musical programs for patients/residents, families, and employees at healthcare facilities. 	<ul style="list-style-type: none"> • X Music and Wellness sessions per year at the Children's Hospital of Pittsburgh of UPMC • X Music and Wellness sessions per year at the VA Pittsburgh Healthcare System • X Music and Wellness sessions per year at other facilities 	<ul style="list-style-type: none"> • Music and Wellness sessions provide immediate benefit to participants. Indicators: Music therapists or other healthcare professionals indicate that sessions achieve X% of planned goals. For X% of sessions, healthcare professionals indicate that at least 75% of participants benefit from their Music and Wellness session attendance. *If able to survey participants: X% of participants indicate that they benefit from their session attendance. Participants indicate that sessions achieve X% of planned goals. • Participants have a positive attitude toward the Music and Wellness Program. Indicator: *If able to survey participants: Given the opportunity, X% of participants would attend another live music event at the facility. • Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program. Indicators: X% of music therapists or other healthcare professionals attending Music and Wellness sessions believe these sessions positively or very positively impact participants. X% of healthcare professionals are very interested in 	<ul style="list-style-type: none"> • Healthcare facilities continue to use the PSO as a resource. Indicators: X% of healthcare facilities request additional Music and Wellness sessions in the year after a visit. X% of healthcare facilities host additional Music and Wellness sessions in the year after a visit. • PSO musicians continue to be involved in the Music and Wellness Program. Indicator: X% of musicians return to participate in the Music and Wellness Program for a second consecutive year. <p>Measurement Tools: All intermediate outcomes will be assessed through internal program records. Note that there are no intermediate or long-term outcomes for participants because at this time it is not realistic for the PSO to follow up with program participants and measure changes in behavior over time.</p>	<ul style="list-style-type: none"> • Healthcare facilities establish long-term relationships with the PSO. Indicators: X% of healthcare facilities host Music and Wellness sessions for three consecutive years after hosting an initial Music and Wellness session. X% of these facilities host multiple sessions per year. • PSO musicians grow in their ability to engage audiences. Indicators: X% of musicians more effectively engage participants during their second year of participation in the Music & Wellness Program. X% of musicians visit new facilities, units, and/or types of participants during their second year in the Music and Wellness Program. <p>Measurement Tools: Long-term outcomes for healthcare facilities will be assessed through internal program records. Long-term outcomes for musicians will be assessed through internal program records and surveys sent at the end of each season.</p>

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
			<p><i>providing additional PSO Music and Wellness sessions at their facility in the next year. X% of healthcare professionals are very likely to recommend the Music and Wellness Program to others in their field in the next year.</i></p> <ul style="list-style-type: none"> • PSO musicians have a positive attitude toward the Music and Wellness Program. Indicators: <i>X% of musicians believe they will be more adept at engaging the community in the future because of their participation in the Music and Wellness Program. X% of musicians find their participation in the Program satisfying or very satisfying. X% of musicians are very interested in staying involved with the Program during the next year. X% of musicians would recommend that their colleagues join the Program in the next year.</i> <p>Measurement Tools: Initial outcomes will be assessed through surveys sent to healthcare professionals approximately one week after a session and surveys sent to musicians at the end of each season. *Participants will only be surveyed directly at a session if it is deemed advisable by a facility's healthcare professionals.</p>		

Appendix H: Logic Model Template

Goal [Part 1, Step 3]: A meaningful target you must reach on the path to fulfilling your mission.

Objective [Part 1, Step 4]: An action you can take to attain your goals.

Inputs: Part 2, Step 1	Activities: Part 2, Step 2	Outputs: Part 2, Step 3	Initial Outcomes: Part 3, Step 1	Intermediate Outcomes: Part 3, Step 2	Long-Term Outcomes: Part 3, Step 3
<p>Resources: What resources can you use to achieve your goals and objectives?</p> <p>Constraints: What constraints might limit the use of your resources?</p>	What activities can you engage in with these resources?	By doing these activities, what can you offer the people you serve?	<p>Outcomes: Given these outputs, what will your program achieve in the short-term?</p> <p>Indicators [Part 3, Step 4]: How will you measure your achievements?</p>	<p>Outcomes: What will your program achieve in the intermediate term?</p> <p>Indicators [Part 3, Step 4]: How will you measure your achievements?</p>	<p>Outcomes: What will your program achieve in the long-term?</p> <p>Indicators [Part 3, Step 4]: How will you measure your achievements?</p>

Assumptions [Part 3, Step 5]: What assumptions have you made while answering these questions?