

# Arts Administrators and Healthcare Providers' Handbook

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# 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 covered in parts one through three of this guide, you already have all of 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 that involves providing programs for healthcare facilities. There is also a template for organizing the information about your program in a logic model format:

[Simplified PSO Logic Model \(No Indicators\)](#)

[PSO Logic Model with Indicators](#)

[Logic Model Template](#)

If you would like to read more about planning and implementing individual music and wellness sessions, in addition to thinking about general program design, please see the [Musicians](#) portal of [wellness.pittsburghsymphony.org](http://wellness.pittsburghsymphony.org).

# 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: 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"> <li>• PSO musicians</li> <li>• Music therapists and other healthcare professionals</li> <li>• PSO staff</li> <li>• Appropriate locations at healthcare facilities</li> <li>• Funding opportunities (grants, individual donations, etc.)</li> </ul> <p><i>Constraints:</i></p> <ul style="list-style-type: none"> <li>• Difficult to schedule sessions at times that work for both musicians and facilities</li> <li>• Must comply with facility volunteer requirements and privacy policies, which may affect photo or video recording and use</li> <li>• Only certain PSO musicians are comfortable doing this kind of work</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, implement, and evaluate therapeutic musical programs for patients/residents, families, and employees at healthcare facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• X Music and Wellness sessions per year at the Children’s Hospital of Pittsburgh of UPMC</li> <li>• X Music and Wellness sessions per year at the VA Pittsburgh Healthcare System</li> <li>• X Music and Wellness sessions per year at other facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Wellness sessions provide immediate benefit to participants.</li> <li>• Participants have a positive attitude toward the Music and Wellness Program.</li> <li>• Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program.</li> <li>• PSO musicians have a positive attitude toward the Music and Wellness Program.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthcare facilities continue to use the PSO as a resource.</li> <li>• PSO musicians continue to be involved in the Music and Wellness Program.</li> </ul> <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"> <li>• Healthcare facilities establish long-term relationships with the PSO.</li> <li>• PSO musicians grow in their ability to engage audiences.</li> </ul>

# Appendix B: PSO Logic Model with Indicators

## Goals:

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**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"> <li>• PSO musicians</li> <li>• Music therapists and other healthcare professionals</li> <li>• PSO staff</li> <li>• Appropriate locations at healthcare facilities</li> <li>• Funding opportunities (grants, individual donations, etc.)</li> </ul> <p><i>Constraints:</i></p> <ul style="list-style-type: none"> <li>• Difficult to schedule sessions at times that work for both musicians and facilities</li> <li>• Must comply with facility volunteer requirements and privacy policies, which may affect photo or video recording and use</li> <li>• Only certain PSO musicians are comfortable doing this kind of work</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, implement, and evaluate therapeutic musical programs for patients/residents, families, and employees at healthcare facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• X Music and Wellness sessions per year at the Children's Hospital of Pittsburgh of UPMC</li> <li>• X Music and Wellness sessions per year at the VA Pittsburgh Healthcare System</li> <li>• X Music and Wellness sessions per year at other facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Wellness sessions provide immediate benefit to participants. <b>Indicators:</b> 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.</li> <li>• Participants have a positive attitude toward the Music and Wellness Program. <b>Indicator:</b> *If able to survey participants: Given the opportunity, X% of participants would attend another live music event at the facility.</li> <li>• Music therapists and/or other healthcare professionals have a positive attitude toward the Music and Wellness Program. <b>Indicators:</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Healthcare facilities continue to use the PSO as a resource. <b>Indicators:</b> 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.</li> <li>• PSO musicians continue to be involved in the Music and Wellness Program. <b>Indicator:</b> X% of musicians return to participate in the Music and Wellness Program for a second consecutive year.</li> </ul> <p><b>Measurement Tools:</b> 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"> <li>• Healthcare facilities establish long-term relationships with the PSO. <b>Indicators:</b> 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.</li> <li>• PSO musicians grow in their ability to engage audiences. <b>Indicators:</b> X% of musicians more effectively engage participants during their second year of participation in the Music &amp; Wellness Program. X% of musicians visit new facilities, units, and/or types of participants during their second year in the Music and Wellness Program.</li> </ul> <p><b>Measurement Tools:</b> 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"> <li>• PSO musicians have a positive attitude toward the Music and Wellness Program. <b>Indicators:</b> <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></li> </ul> <p><b>Measurement Tools:</b> 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 C: 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.

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

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