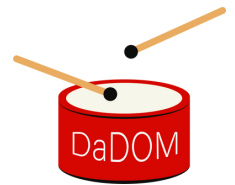


Lesson 7: Final Assignment

DaDOM online teacher training



Final Assignment

In this lesson, we're diving into the final assignments that students will complete to wrap-up the DaDOM Student Curriculum.



Linking the assignment to the workplace

In vocational education, particularly in the healthcare sector, bridging the gap between theoretical knowledge and practical application is crucial. This chapter guides you on how to facilitate this transition for students, focusing on the integration of music-based interventions within their work placements.

Students are expected to undertake a series of steps during their final assignment:

- Students select a case during their work placement that presents an opportunity for a music intervention. This could involve scenarios where patients exhibit stress, anxiety, loneliness or communication barriers.
- The students identify and document the specific care challenges or problems that the patient is experiencing. This forms the basis for the intervention planning.
- Based on the identified problem, students choose an appropriate simple musical intervention. This involves selecting the type of music, the method of delivery, and the expected outcomes.



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- Students implement the simple music intervention, taking into account the patient's preferences, cultural background, and overall health condition.
- The students assess the effectiveness of the intervention through both patient feedback and observable changes in the patient's behavior.
- Reflect on the process and outcomes. Students consider what they have learned, what could be improved, and how the intervention could be adapted for future use.

This final assignment is designed to be flexible, allowing teachers to adapt it according to different country contexts, specific care settings, and cultural considerations to ensure it meets local needs effectively.

Guidance for teachers:

- By now, your students should be familiar with a variety of care settings. Your role is to help them apply this knowledge by identifying specific environmental and personal factors within their case studies that could influence the choice and effectiveness of musical interventions. Encourage them to consider the unique aspects of each patient's situation, such as cultural sensitivities, personal history, and their current emotional and physical state.
- Facilitate discussions that help students decide which strategies to apply based on specific patient needs identified in their case studies. Encourage critical thinking by asking students to justify their choices based on the patient's condition and the expected outcomes.
- Encourage a reflective practice that integrates all they have learned. As students evaluate their interventions, they should reflect not only on what they observed but also on their personal experiences and the feedback from patients and colleagues.