



Checklist:

After the internship: reflecting and implementing learnings

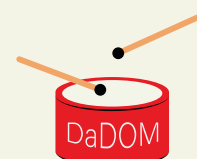
Explore the DaDOM Approach: Familiarize yourself with the DaDOM program and how it can benefit your care organization. The school or student will provide a DaDOM flyer or overview to ensure the mentor understands the context of the student's assignments and how music will be integrated into care routines.

Inform and Engage Colleagues: Let your colleagues know that a DaDOM student will be joining the team. Share some basic information about the student's role and how they'll be using music in daily care, so everyone knows what to expect.

Review Available Resources: Assess your current resources to see how they can support the student's work with music in care, such as playlists, radio's or other relevant tools.

Consider Engaging a Music Therapist: If relevant, inform any music therapists or professionals within your organization about the upcoming DaDOM student.

Set Organizational Goals: Define what your organization hopes to achieve from hosting a DaDOM student, such as improving client well-being, creating.





Checklist:

During the internship: Supporting the student and learning from the experience

Create an Open Learning Environment: Ensure the student has opportunities to practice music in daily care routines.

Mentor with an Open Mind: The mentor should be receptive to new developments in care and welfare, particularly around using music in daily care.

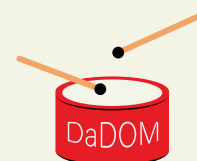
Encourage Communication: Foster open dialogue between the student, mentor, and staff to facilitate sharing experiences and feedback.

Promote Self-Assessment: Encourage the student to reflect on their experiences, evaluating their own competencies in using music in daily care.

Ensure Ongoing Feedback: The mentor should regularly discuss the student's progress, the use of music in care, and any adjustments that can be made.

Be Open to DaDOM Assignments: Ensure the student provides and works on their DaDOM assignments. Regular communication with the school might be needed to track progress.

Support Collaborative Learning: Ensure a safe space for students to ask





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Implement What You've Learned: Incorporate any positive changes or strategies learned during the internship into your care practices. Consider whether music-based care should be continued or expanded within the organization.

Identify DaDOM Enthusiasts: Identify staff members who have become enthusiastic about using music in daily care. These individuals can become internal advocates for the program and help integrate music more widely across your care practices.

Review the Success of the Internship: Evaluate how well the student integrated music into care, and identify areas of improvement or successes that could shape future collaborations.

Plan for Future Collaboration: Reflect on the internship experience and consider ongoing collaboration with DaDOM schools or partners for future internships or further training

