

THERAPY PROGRESS NOTE

DATE OF SESSION	8/9/2023		
LOCATION OF SESSION	VIRTUAL	DURATION OF SESSION	45 minutes

PATIENT DEMOGRAPHIC INFORMATION

CLIENT NAME	JOHN DOE	DATE OF BIRTH	12/12/2000
CURRENT PSYCHIATRIST	JON JOHNS, MD		

PRESENTING PROBLEM	Client reports feeling overwhelmed at work and has experienced episodes of panic over the past two weeks.
SESSION CONTENT	Client discussed recent challenges at work, including increased workload and interpersonal conflicts with a colleague. Expressed feelings of inadequacy and fear of making mistakes. Described a recent panic episode at work that resulted in taking a sick day. Briefly touched on childhood memories of high expectations and related feelings of anxiety.
INTERVENTIONS	Utilized cognitive restructuring to address maladaptive thought patterns leading to feelings of inadequacy. Taught deep breathing and grounding exercises to manage acute anxiety. Explored past experiences that might contribute to current feelings of anxiety and fear of judgment.
CLIENT RESPONSE	The client was receptive to interventions and actively participated in cognitive restructuring exercises. Demonstrated understanding of deep breathing and grounding techniques. Became tearful when discussing childhood memories but expressed appreciation for the opportunity to explore these feelings.
THERAPIST'S OBSERVATIONS	The client is motivated and engaged in therapy. Demonstrates good insight into patterns of behavior and thought. With continued work, I am hopeful that the patient will develop effective coping strategies for managing work-related stress and anxiety.

MENTAL STATUS EXAMINATION

Client presents in casual attire, appearing stated age. Maintains appropriate eye contact throughout the interview and is cooperative, though somewhat reserved. Speech is of normal rate and volume, with clear articulation. Client describes mood as "okay" and affect is congruent, restricted but euthymic. Thought processes are linear and goal directed. Thought content is without any overt delusions, hallucinations, suicidal, or homicidal ideation. Cognition appears intact, alert and oriented to person, place, and time. Client demonstrates good immediate recall. Insight into current situation seems partially limited, and judgment appears adequate.

RISK ASSESSMENT

No indications of suicidal or homicidal ideation. No concerns about harm to self or others currently.

DIAGNOSTIC IMPRESSIONS

Major Depressive Disorder, Recurrent, Moderate
Generalized Anxiety Disorder

PLAN FOR NEXT SESSION

Continue to delve into past experiences and their connection to current feelings of anxiety. Begin discussing strategies for effective communication and assertiveness at work. Review homework assignments and progress in cognitive restructuring.

RETURN TO CLINIC Every week

Instructed the client to call our office immediately if symptoms worsen. Instructed the client to call 911 or go to the nearest emergency room if experiencing suicidal thoughts, homicidal thoughts, or any other medical and/or psychological crisis.

 8/9/2023
[JANE DOE, LMFT, Psychotherapist]

Music Therapy Progress Note Template

Rebecca Vaudreuil



Music Therapy Progress Note Template:

Music Therapy in Mental Health for Illness Management and Recovery Michael Silverman, 2022 This purpose of this text is to describe the who what when where why and how of music therapy for illness management and recovery for adults with mental health conditions specific to clinical group based practice within the United States Other goals of this monograph include informing administrators of music therapy providing theory based approaches to music therapy in mental health settings educating music therapists about related literature outside the profession stimulating research and employment increasing access to services and influencing legislative policies Perhaps the most essential purpose of this text is to encourage both critical thinking and lifelong learning about issues ideas and concepts related to various intersections between mental health and music therapy Publisher **Perspectives on Music Therapy Education and Training** Cheryl Dileo Maranto, Kenneth E. Bruscia, 1987 *Handbook of Neurologic Music Therapy* Michael H. Thaut, Volker Hoemberg, 2014-07-17 Neurologic Music Therapy NMT is a form of music therapy developed for people suffering from cognitive sensory or motor dysfunctions arising from neurological diseases of the nervous system People who can benefit from this therapy include sufferers from stroke traumatic brain injury Parkinson s and Huntington s disease cerebral palsy Alzheimer s disease autism and other neurological diseases affecting cognition movement and communication e g MS Muscular Dystrophy etc The Handbook of Neurologic Music Therapy is a comprehensive landmark text presenting a new and revolutionary model of music in rehabilitation therapy and medicine that is scientifically validated and clinically tested Each of the 20 clinical techniques is described in detail with specific exercises richly illustrated and with pertinent background information regarding research and clinical diagnoses The book is a must have for all neurologic music therapists and those who want to become one clinicians university faculty and students alike Physicians and therapists from other disciplines will find this tome an important guide to provide new insight how music can contribute significantly to brain rehabilitation and how Neurologic Music Therapists can be effective interdisciplinary providers in patient care **Music Therapy, Book of Proceedings** National Association for Music Therapy, 1960 **Models of Music Therapy Interventions in School Settings** Brian L. Wilson, 2002 Provides a comprehensive overview of the role of music therapy in the education of the special learner Contains contributions from sixteen music therapists with extensive experience in special education settings such as self contained classrooms residential programs contractual and private practice early childhood and mainstreamed inclusive programs Addresses theoretical issues currently affecting the placement of special learners and provides descriptive examples of successful music mainstreaming programs **Music Therapy Handbook** Michael Viega, Andeline dos Santos, Barbara L. Wheeler, 2025-06-13 Rich with case material the second edition of this respected text has been thoroughly revised with many new contributing authors and 85% new material The Handbook comprehensively explores music therapy theory research and practice Chapters cover foundational concepts and therapeutic processes major

approaches to practice and clinical applications with people of all ages The second edition has a heightened focus on diversity equity inclusion accessibility and cultural humility Expert contributors describe state of the art practices for using music to foster clients well being and recovery in a broad range of mental health medical and community settings New to This Edition Expanded coverage of working with marginalized communities including racially minoritized refugee LGBTQIA and neurodiverse clients and an increased emphasis on therapist reflexivity Provides an integrated conceptual framework for understanding different music therapy approaches First edition editor Barbara L Wheeler is joined by Michael Viega and Andeline dos Santos who bring fresh perspectives and a more international scope *Music Therapy National Association for Music Therapy*,1959

The Oxford Handbook of Special Music Education and Music Therapy Kimberly A. McCord,Cynthia Colwell,Deborah VanderLinde,2025 School music teachers have always taught students with disabilities in their classes and ensembles and occasionally school music therapists and teachers will collaborate More often than not music educators are unaware that their students are receiving music therapy This handbook addresses this issue in both research and practice by bringing together the complementary fields of Music Therapy and Special Music Education the latter still a relatively new field but growing in research output and interest With a focus on school music education early childhood through grade 12 the twenty six chapters in this handbook offer a range of discussions by leaders in the fields of music education and music therapy on topics such as theoretical models of disability ablism in music therapy intercultural music learning in special education Universal Design for Learning music therapy for the whole school community and more Many chapters provide descriptions of successful programs in music therapy and special music education around the world Taken as a whole The Oxford Handbook of Special Music Education and Music Therapy is a collaboration between the two fields for the benefit of children of all ages their teachers and their music therapists

Music Therapy with Military and Veteran Populations Rebecca Vaudreuil,2021-10-21 Combining essential information professional insights and lived experiences this book offers a unique overview of the use of music therapy with active duty service members veterans and other military connected populations in the United States Contributors include music therapists specializing with the military as well as military personnel veterans and their families providing an in depth review of the impact that music therapy can have within this community Detailing the historical evolution of the approach within a military context the book explores the integration of music therapy into traditional treatment programs for service members and veterans particularly those with TBI and PTSD Chapters cover the use of music therapy in both individual and group settings and the opportunities to facilitate therapy via virtual platforms Throughout it emphasises the importance of music in military culture highlighting the benefits of this approach with military communities Personal accounts from military families are also included as well as discussion on continued clinical and research innovation within the field The first book to address this growing practice it will inspire inform and empower therapists and professionals working with and supporting military populations *Bulletin of the*

National Association for Music Therapy National Association for Music Therapy, 1960

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