



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Music Therapy Advanced Professional Practice		
Module Code	USPK7E-15-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Professional Practice		
Pre-requisites	Music Therapy Professional Practice and Skills with Adults 2020-21		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> Placement            Each student will approach and set up their own placement in consultation with the course tutors. The student will liaise regularly with their professional practice manager and have individual supervision with an experienced music therapist. Students will need to demonstrate skills in presenting workshops and communicating about music therapy in a context where the practice of music therapy is not established.</p> <p>Students will have an extended experience of working with a group and/or individuals. Students will be expected to set up and manage a reasonable case load in consultation with their Professional Practice Manager and Music Therapy Supervisor and engage in interprofessional working where appropriate.</p> <p>Professional Practice Issues            Skills in setting up businesses or in private practice            Theoretical integration in practice            Institutional dynamics Issues arising from working within the multi-disciplinary team Ethical and cultural issues Reflective practice</p>

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Different types of record keeping

HCPC standards of conduct, performance and ethics

Boundaries between personal and professional issues The concept of the internal supervisor

Receptive music techniques including an introduction to Guided Imagery and Music Musical resources including use of music technology and repertoire from other cultures Challenges to implementing evidence based practice and other systems of evaluation

Personal development

Students will receive their own personal therapy (external to the course) Students will be supported within an experiential music therapy training group on course days.

**Teaching and Learning Methods:** Placement learning hours will vary from placement to and may include up to 2 hours a week note-writing and any supervision received on-site.

Scheduled learning

Students will be supported with on-site management supervision, and clinical supervision off-site as detailed above. Lectures and seminars will be provided on professional/theoretical issues, workshops for musical skills and experiential training group sessions and individual tutorials and personal therapy for developing reflective practice and integration.

Independent learning

Students will also organise peer supervision opportunities on course days, engage in essential and further reading, organise a number of activities associated with placement such as staff training, liaison with staff and visiting other contexts. 20-30 hours should be put aside for case study viva preparation.

12 hours of individual supervision per student will provided at UWE, 12 hours of placement management supervision per student will be provided on site and a further 24 hours of lectures, seminars, music workshops, experiential training group and small group work will be provided for professional practice issues and further theoretical learning. Any further hours will amount to independent learning involving placement related activities, essential and further reading, peer supervision and contextual visits.

### Part 3: Assessment

A portfolio of evidence contains both opportunities for formative and summative assessment. This module assesses a number of key standards of proficiency from the HCPC and acts as the final gateway to the profession. Therefore the dual strategy of portfolio of evidence and viva presentation is designed to enable as comprehensive an assessment as possible of these proficiencies.

Portfolio of evidence

The placement manager and placement supervisor each complete a detailed appraisal form which covers five main areas of practice broken down into components. These are:

-Implementation of Music Therapy Skills: musical skills, observation skills, verbal skills

-Relationship Skills Within Music Therapy Practice: communication skills, listening skills, awareness of client's needs, ability to form therapeutic relationship with clients, clinical formulation, assessment and evaluation, safe practice.

These two first areas must reach the threshold of 50% or the student will not pass the module even if the aggregate is higher than 50%.

-Personal development: awareness of own feelings, managing difficult situations and conflict, use of initiative, learning behaviour

-Interpersonal skills and professional behaviour: relationship with supervisor, response to feedback, relationship with staff and institution, responsibility

-Organisation and management skills: Clinical note writing, team reporting, planning, punctuality, timing,

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resources, reliability, awareness of legal and policy issues.

The portfolio must also contain the student's own self-appraisal (which uses the same written appraisal structure as the supervisors but without marks) a detailed log of placement hours and attendance, a reflective reading account, evidence of personal therapy hours, a record of formative feedback from quarterly and halfway appraisal meetings, a report written for the placement manager giving an overview of the music therapy service provided (1500-2000 words), and a weekly reflective sheet recording process notes, reflections on learning and reflections on the supervisions. All identifying details of clients and of the institution must be made anonymous. Written formative feedback is given for the weekly reflection, attendance and therapy records, reflective process, reading strategies and reflections, and the report structure.

### Viva Presentation of a case study

This assesses the quality and reflexivity of the student's clinical work, how professionally a student can communicate their clinical work and understanding to others, how clearly the theory is understood and integrated with practice, how well the institutional context is understood and has been engaged with and how well information technology is used to communicate good practice. The student must show a sensitive and complex understanding of ethical practice and will be able to engage with difficult aspects of the work. The viva presentation will be in the form of a written case study with audio/visual material followed up by a 25 minutes discussion and questions with 2 examiners.

The assessment for this element will be summative with detailed written feedback.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A		0 %	Practice assessment using a portfolio of evidence (institutional report within this 1500-2000 words) Pass/Fail
Presentation - Component B	✓	100 %	Viva Presentation of a case study (45 minutes)
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A		0 %	Practice assessment using a portfolio of evidence (institutional report within this 1500-2000 words) Pass/Fail
Presentation - Component B	✓	100 %	Viva Presentation of a case study (45 minutes)

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Demonstrate an in-depth and systematic understanding of a range of operational settings and the position of music therapy within those contexts	MO1
	Demonstrate a critical awareness of context and cultures as they impact on a person's range and use of music	MO2
	Critically evaluate and demonstrate competence in a broad range of music therapy applications	MO3
	Critically reflect on own self-regulation in relation to boundaries between personal and professional processes	MO4
Operate in complex and unpredictable, specialised contexts exercising entrepreneurship, personal responsibility and sound ethical awareness in professional practice	MO5	

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	Critically evaluate therapeutic concepts beyond music therapy	MO6
	Engage confidently in interprofessional working and professional communication with others	MO7
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	48
	<b>Total Independent Study Hours:</b>	48
	<b>Placement Study Hours:</b>	
	Placement	54
	<b>Total Placement Study Hours:</b>	54
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	48
	<b>Total Scheduled Learning and Teaching Hours:</b>	48
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<p>The reading list for this module can be accessed via the following link:  <a href="https://uwe.rl.talis.com/modules/uspk7e-15-m.html">https://uwe.rl.talis.com/modules/uspk7e-15-m.html</a></p>	

**Part 5: Contributes Towards**

This module contributes towards the following programmes of study:

Music Therapy [Sep][PT][Glenside][3yrs] MA 2018-19