



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Music Therapy Advanced Professional Practice				
Module Code	USPK7E-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	MA in Music Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	Music Therapy Professional Practice and Skills with Adults USPK7F-30-M	Co- requisites	none		
Excluded Combinations		Module Entry requirements	none		
Valid From	September 2014	Valid to	September 2020		

<b>CAP Approval Date</b>	29/5/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an in-depth and systematic understanding of a range of operational settings and the position of music therapy within those contexts (Components A and B)</li> <li>• Demonstrate a critical awareness of context and cultures as they impact on a person's range and use of music (Components A and B)</li> <li>• Critically evaluate and demonstrate competence in a broad range of music therapy applications (Component B)</li> <li>• Critically reflect on own self-regulation in relation to boundaries between personal and professional processes (Components A and B)</li> <li>• Operate in complex and unpredictable, specialised contexts exercising entrepreneurship, personal responsibility and sound ethical awareness in professional practice (Component B)</li> <li>• Critically evaluate therapeutic concepts beyond music therapy (Component A)</li> <li>• Engage confidently in interprofessional working and professional communication with others (Components A and B)</li> </ul>

Syllabus Outline	<p><b>Placement</b> 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><b>Professional Practice Issues</b> 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 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</p> <p><b>Personal development</b> 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.</p>
Contact Hours	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.
Teaching and Learning Methods	<p><b>Placement learning</b> hours will vary from placement to and may include up to 2 hours a week note-writing and any supervision received on-site.</p> <p><b>Scheduled learning</b> 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.</p> <p><b>Independent learning</b> 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.</p>

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	48	48	54	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

**Reading Strategy**

**Access and Skills**

Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

**Core readings**

Any core or essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. The module handbook will provide a more extensive list of indicative reading materials.

**Further Reading**

Further reading will be required to supplement the set text and other printed readings. For this advanced practice module students are expected to identify extensive further reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. Students will also be given guidance to access other web-based materials resources available in the public domain and to share this information with peers where appropriate.

**Blackboard**

This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard. A media gallery will be available for confidential clinical materials and lectures which can only be accessed by those enrolled on the module.

Indicative Reading List	<p>Core text indicated in bold</p> <p>Bion, W. (1998) <i>Experiences in Groups and other papers</i>. London: Routledge.</p> <p>Bunt, L and Stige, B. (2014) <i>Music Therapy; an art beyond words</i>. London: Routledge.</p> <p>Bunt, L. and Hoskyns, S. (2013) <i>The Handbook of Music Therapy</i>. London; Routledge.</p> <p>Dalal, F. (2000) <i>Taking the Group Seriously</i>. London; Jessica Kingsley publications.</p> <p>Nitsun, M. (1996) <i>The Anti-Group: destructive forces in the group and their creative potential</i>. London; Routledge.</p> <p><b>Health and Care Professions Council (2008) ‘Standards of conduct, performance and ethics’</b> <a href="http://www.hcpc-uk.org">www.hcpc-uk.org</a></p>
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Part 3: Assessment	
Assessment Strategy	<p>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.</p> <p><b>Portfolio of evidence</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. <i>Implementation of Music Therapy Skills</i>: musical skills, observation skills, verbal skills</li> <li>2. <i>Relationship Skills Within Music Therapy Practice</i>: communication skills, listening skills, awareness of client’s needs, ability to form therapeutic relationship with clients, clinical formulation, assessment and evaluation, safe practice.</li> </ol> <p>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%.</p> <ol style="list-style-type: none"> <li>3. <i>Personal development</i>: awareness of own feelings, managing difficult situations and conflict, use of initiative, learning behaviour</li> <li>4. <i>Interpersonal skills and professional behaviour</i>: relationship with supervisor, response to feedback, relationship with staff and institution, responsibility</li> <li>5. <i>Organisation and management skills</i>: Clinical note writing, team reporting, planning, punctuality, timing, resources, reliability, awareness of legal and policy issues.</li> </ol> <p>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</p>

	<p>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.</p> <p><b>Viva Presentation of a case study</b></p> <p>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 presentation will last 30 minutes with 15 minutes discussion and questions. 2 examiners will be present and the student peer group.</p> <p>The assessment for this element will be summative with detailed written feedback.</p>
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Identify final assessment component and element	<b>B1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	Pass/fail	100%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Practice assessment using a portfolio of evidence (institutional report within this 1500-2000 words)	Pass/fail	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Viva Presentation of a case study (45 minutes)	100%	
2		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Practice assessment using a portfolio of evidence (institutional report within this 1500-2000 words)	Pass/fail	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Viva Presentation of a case study (45 minutes)	100%	

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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. Exceptional retakes will be at the discretion of the Award Board which will receive a recommendation from the course team.