University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Music Therapy Theory and Practice in Adult Settings				
Module Code	USPK7H-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MA in Music Therapy MA Music Therapeutic Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements		
Valid From	September 2014		Valid to	September 2014	

CAP Approval Date	29/5/14

Part 2: Learning and Teaching	
Learning Outcomes	- On successful completion of this module students will be able to:Demonstrate a critical understanding of theories of lifespan development from early adulthood to old age and how they relate to music therapy (Components A and B) - Demonstrate an understanding of current and historical therapeutic concepts, approaches and models and how they impact on and are affected by music therapy (Component B) - Critically reflect on established and contemporary music therapy practice and its value in adult health and society (Components A and B) - Demonstrate a critical awareness of context, sub-cultures and cultures as they impact on an adult's range and use of music (Component A and B) - Analyse and reflect on complex, incomplete, unpredictable or contradictory areas of knowledge and practice related to music therapy (Components A and B) - Critically appraise research literature appropriate to a chosen topic (Components A and B) - Engage confidently in academic written communication demonstrating independence, innovation and originality in problem solving (Component B)

Syllabus Outline	The syllabus will cover bio-psycho-social perspectives for
	- Lifespan development from early adulthood to end of life - Adult disability, mental health and wellbeing - Emotional, social and cultural determinants of health - Social movements and challenges to medicine - Legal and ethical issues related to music as therapy - Issues in the theory and practice of music therapy research - principles of service review and evaluation in relation to evidence-based practice through considering contemporary practices in music therapy in different contexts and through engagement with different theoretical approaches informing these practices **Current practice in music therapy with adults** Music therapy approaches presented by specialist practitioners in the following adult contexts or for adults with the following labels: - Learning disability - Acquired brain injury - Other trauma - Rehabilitation for addiction - Severe mental health issues - Degenerative neurological conditions - End-of-life care - Secure forensic settings or prisons - Complex combinations of the above **Group dynamic theories** These will include thinking from the following sources: - Bion, - Klein, - Foulkes, - Balint - Yalom - Music therapy models of group and institutional working **Current theoretical approaches in health and social care in relation to music therapy** A range of current treatment models and approaches will be presented and discussed: - psychosocial thinking - humanistic and transpersonal approaches, - fundamental concepts in psychotherapy - recovery model of healthcare, - social model of disability, - cognitive behavioural therapy, - medical model and neuroplasticity - trauma models of care - end-of-life care and existential/spiritual issues - music-centred approaches - fundamental principles of art therapy - fundamental principles of dance-movement therapy

	• fundamental principles of dramatherapy
Contact Hours	Scheduled learning will account for around 50 hours on this module and will involve lectures, seminars and small group work. Some lectures will be available via Blackboard so there is virtual learning part of the module and these will be followed up by face-to-face seminars. Preparation for and completion of the assignments will take up approximately 25 learning hours and 75 hours remain for independent study connected with this module.
Teaching and Learning Methods	*Scheduled learning* A variety of approaches will be used including lectures, seminars, case presentations and small group discussions. All practical work in small groups will be experiential in nature and will encourage exploration of links to theory *Independent learning* Students will engage with directed reading and materials available on Blackboard as indicated in advance of seminars and lectures
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	50	100	0	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

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

	Written exam assessment percentage				0%	
	Coursework assessment percentage				40%	
	Practical exam assessment percentage				60%	
					100%	

Reading Strategy	**Reading Strategy** Students will be directed to reading which is either available electronically or provided for them in a printed study pack. Students will also be expected to engage with essential reading by accessing specifically itemised papers and to study related materials available on Blackboard prior to a number of seminars in order to inform discussions. Students will also be expected to read more extensively by identifying relevant material using the list of references within the Module Handbook, and through searches via the Library Catalogue and a variety of bibliographic and full text databases. In relation to their assignments, students will be expected to identify specific reading material for themselves, and for this to be reflected in the reference list in the essay and any supportive documentation for the presentation. The development of literature searching skills builds on the library seminars that are part of year 1 *Music Therapy Theory and Child Development* (USPK7G-30-M). Additional support is available through Blackboard. This includes interactive tutorials on study skills and on the use of specific electronic library resources. Sign up workshops are also offered by the library.
Indicative Reading List	*Core texts are indicated in bold* ***Groupwork*** **Davies/Richards (2002) *Music Therapy and Group Work* London: JKP** Gardstrom, S. (2007) *Music Therapy for Groups: Essential Leadership Competencies* Philadelphia: Barcelona Pavlicevic, M. (2003) *Groups in Music* London: JKP Yalom, I. (1970) *Theory and Practice of Group Psychotherapy* ***Client Groups and Case Studies*** Ansdell, G. (1995) *Music for Life: Aspects of Creative Music Therapy with Adult Clients,* London: Jessica Kingsley. **Baker, F. and Tamplin, J. (2006) *Music Therapy Methods in Neurorehabilitation* London: JKP** Bruscia, K. (ed.) (2008) *Case Studies in Music Therapy,* Gilsum, NH: Barcelona. Gilbertson, S. and Aldridge, D. (2008) *Music Therapy and Traumatic Brain Injury* London: JKP Hibben, J. (1999) *Inside Client Experiences* Barcelona Sutton,J. (Ed) (2002) *Music, Music Therapy and Trauma* London: JKP Watson, T. (ed.) (2007) *Music Therapy with Adults with Learning Disabilities,* E.Sussex: Routledge. ***Practice/Theoretical Approaches*** Bruscia, K. (ed.) (1995) *The Dynamics of Music Psychotherapy,* Gilsum, NH: Barcelona.

	De Nora, T. (2000) *Music in Everyday Life* Cambridge University Press (sociological influence)
	Pavlicevic, M. (1997) *Music Therapy in Context,* London: Jessica Kingsley.
	Priestley, M. (1994) *Essays on Analytical Music Therapy,* Phoenixville, Pennsylvania: Barcelona.
	Rolvsjord, R. (2010) *Resource Orientated Music Therapy in Mental Health Care* Barcelona
	Ruud, E. (1980) *Music Therapy and its Relationship to Current Treatment Theories:* London: Schott.
	Stige, B. and Aaro L. (2012) *Invitation to Community Music Therapy*
	Twyford, K. and Watson, T. (2008) *Integrated Team Working* London: JKP

Part 3: Assessment

Assessment Strategy	The focus for this module is the integration of theory and practice in terms of music therapy work with adults and the assignments reflect this. integration of theory and practice can only be fully assessed through both written academic work (essay) and recorded extracts of the student's work in viva presentation so both components are necessary. The viva presentation which lasts 45 minutes allows students to present aspects of their own clinical work in terms of theoretical understanding and an understanding of the complexities of the practice context. The 2000 word essay allows students to engage with understandings of particular clinical and theoretical dilemmas and situations according to their own interests whilst demonstrating understanding of the wider context. In both components the appropriate research literature must be critically examined and discussed. Some formative assessment will be in the form of online quizzes on Blackboard. Formative feedback is built in to the module through seminar teaching and tutorials where drafts and plans can be reviewed. Summative feedback will be in the form of detailed written feedback using the standard marking grid for M level.

Identify final assessment component and element		**A1**	
		A:	**B:**
% weighting between components A and B (Standard modules only)		**60%**	**40%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
Viva presentation integrating theory with student's own practice on a particular aspect of music therapy work with adults (45 minutes)	100%
2.	
Component B **Description of each element**	**Element weighting**

1. Essay (2000 words) integrating theory, research and practice on a particular aspect of music therapy work with adults	100%
2	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. . Viva presentation integrating theory with student's own practice on a particular aspect of music therapy work with adults (45 minutes)	100%
2	
Component B **Description of each element**	**Element weighting**
1. Essay (2000 words) integrating theory, research and practice on a particular aspect of music therapy work with adults	100%
2	
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.	