



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Music Therapy Professional Practice and Skills with Adults		
Module Code	USPK7F-30-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
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 with Children and Young People 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</p> <p>The student will be responsible for at least one individual adult's music therapy over a sustained period and assist in or be responsible for running a small group for adults where possible. (Over the three years, students must work with at least one group) Students will observe a registered music therapist working with adults according to availability and client therapeutic need. Students will receive clinical supervision from a registered music therapist or other named professional on placement and will present their work in clinical seminars run weekly in small groups.</p> <p>Each student will visit three different health and social care contexts to provide additional contextual understanding of multi-disciplinary team working with adults in different settings and present a report of each visit in the portfolio.</p> <p>Students will receive face-to-face learning at UWE in the form of small musical skills groups, experiential workshops, seminars, lectures and engagement with online material provided on Blackboard. Individual tutorials further support the integration of personal and professional development and the integration of theory and practice.</p>

## STUDENT AND ACADEMIC SERVICES

### Course content

#### Professional skills

Delivered in lectures, small groups and seminars:

Group facilitation

Counselling skills applied to people with various communication difficulties

Non-verbal Communication

Institutional dynamics

Interdisciplinary working

Ethical and cultural issues

Reflective practice

The concept of the internal supervisor

Music therapy clinical assessment and evaluation

Boundaries between personal and professional issues

Legal and ethical issues related to music as therapy

Professional accountability in relation to music as therapy

Governmental and local policy

Problem solving skills related to music as therapy

#### Musical skills

Delivered in small groups:

Progressive development of keyboard and guitar skills

Extemporisation using a wide range of music idioms and forms

Extension of melodic instrumental and vocal techniques

Advanced techniques in improvisation

Songwriting as a therapeutic intervention

Music technology

Receptive approaches

Repertoire from other cultures

Transcription

Approaches to microanalysis of clinical musical material

**Teaching and Learning Methods:** Much of the teaching and learning experience is organised on placement. Placements last 24 weeks for a minimum of 4 hours/week and a maximum of 7. Students will be expected to spend a further 2 hours a week on work related to placement writing reflective sheets, engaging in essential reading and preparing materials for the portfolio.

To support professional skills and understanding and to prepare for placement there will be a series of seminars and lectures on the various topics delivered to the whole cohort together (15 hours). Students will be expected to prepare for these by engaging with online materials and essential or further reading.

For the musical skills taught part of the module (30 hours), students will receive taught classes in small groups and will be required to spend two hours a week as a guideline practising musical skills (60 hours). Some musical skills such as vocal work, transcription and analysis will be taught in lectures or experiential workshops which involve the whole cohort, although at times these will be split into breakaway groups for focused tasks.

Students will participate in a regular closed training group during the course day (8-10 hours in total), in order to support their process as a group through the training and to understand group theory in an experiential way.

Students will also receive their own personal therapy (external to the course) which will be organised independently by the student.

On average a student will spend 144 hours on placement although this may vary according to setting. A minimum of 12 hours of clinical supervision is included on placement. Occasionally clinical supervision will take the form of online supervision (usually skype) because of geographical challenges, and in this case the student must provide recordings of the work to the supervisor in advance where possible.

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Clinical seminars involving group supervision are scheduled for a further 32 hours.

Further lectures and seminars at UWE offer each student 15 hours of professional skills teaching, 3 tutorial hours a year as a minimum, musical skills teaching in small groups involves 30 hours, and the experiential training group consists of a further 12 hours. Contact time at UWE in total is therefore 92 hours with 12 hours of contact time on placement.

### Part 3: Assessment

#### Component A: Portfolio of evidence

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. The dual strategy of portfolio of evidence and viva presentation is designed to enable as comprehensive an assessment as possible of these competencies.

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 due to consultation with placement providers, 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, 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, and a weekly reflective sheet recording process notes, reflections on learning and reflections on the supervisions. There is no particular word count stipulated except for the report for placement manager which must be 1500-2000 words. 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.

#### Component B: Musical analysis assessment

The use of a transcription, analysis of a group process and other musical tasks allows the opportunity to assess integration of theory and practice, aural and written musical skills, intellectual rigour and analytic thinking and is at the heart of understanding the detail of music therapy processes. Detailed feedback is given in the summative assessment and there are opportunities for formative assessment and built into the module through the use of small groups and experiential workshops. Assessment criteria will be based on the generic marking grid at M level.

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First Sit Components	Final Assessment	Element weighting	Description
Professional Practice Report - Component B		100 %	Analysis of group work and several musical tasks on video including performance (3000 words)
Portfolio - Component A	✓	0 %	Portfolio of evidence (report 1500-2000 words) Pass/Fail
Resit Components	Final Assessment	Element weighting	Description
Professional Practice Report - Component B		100 %	Musical analysis assessment (3000 words)
Portfolio - Component A	✓	0 %	Portfolio of evidence (report 1500-2000 words) Pass/Fail

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Demonstrate a detailed understanding of a range of organisational settings and the position of music therapy within those contexts	MO1
	Demonstrate a critical understanding of and be able to manage the implications of complex ethical dilemmas and work proactively within the multi-professional team and in an interprofessional context	MO2
	Demonstrate a comprehensive and critical understanding of music therapy techniques applicable to both students own area of work and those of others in the context of adults requiring music therapy, developing a range of musical repertoire where appropriate	MO3
	Demonstrate an appropriate cultural knowledge and sensitive engagement with different musical traditions encountered on placement	MO4
	Critically evaluate methods of analysing musical interventions using a range of different approaches, interacting reflectively with improvised and written music	MO5
	Collect, edit, transcribe and analyse aural and written musical materials	MO6
	Demonstrate an in-depth understanding of the use of a range of communication and counselling skills in the clinical context	MO7
	Operate effectively within a therapeutic relationship with both an individual adult and groups of adults	MO8
	Demonstrate initiative and personal responsibility in professional practice, critically evaluating the boundaries between personal and professional issues	MO9
	Manage competently and increasingly independently organisational aspects of practice demonstrating skills of professionally appropriate spoken and written communication	MO10
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	64
	<b>Total Independent Study Hours:</b>	64

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	<b>Placement Study Hours:</b>	
	Placement	132
	<b>Total Placement Study Hours:</b>	132
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	104
	<b>Total Scheduled Learning and Teaching Hours:</b>	104
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/uspk7f-30-m.html">https://uwe.rl.talis.com/modules/uspk7f-30-m.html</a></p>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: