

**CDA4 Programme Design Template
Module specification (with KIS)**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Music Therapy Professional Practice and Skills with Adults				
Module Code	USPK7F-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MA Music Therapy MA Music Therapeutic Studies				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	Music Therapy Professional Practice with Children and Young People USPK7D-30-M	Co- requisites	none		
Excluded Combinations		Module Entry requirements			
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	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"> • Demonstrate a detailed understanding of a range of organisational settings and the position of music therapy within those contexts (Component A) • 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 (Component A) • 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 (Component A) • Demonstrate an appropriate cultural knowledge and sensitive engagement with different musical traditions encountered on placement (components A and B)

	<ul style="list-style-type: none"> • Critically evaluate methods of analysing musical interventions using a range of different approaches, interacting reflectively with improvised and written music (Component B) • Collect, edit, transcribe and analyse aural and written musical materials (Components A and B) • Demonstrate an in-depth understanding of the use of a range of communication and counselling skills in the clinical context (Component A) • Operate effectively within a therapeutic relationship with both an individual adult and groups of adults (Component A) • Demonstrate initiative and personal responsibility in professional practice, critically evaluating the boundaries between personal and professional issues (Component A) • Manage competently and increasingly independently organisational aspects of practice demonstrating skills of professionally appropriate spoken and written communication(Component A)
<p>Syllabus Outline</p>	<p>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 at UWE 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> <p>Course content</p> <p>Professional skills</p> <p><i>Delivered in lectures, small groups and seminars</i></p> <ul style="list-style-type: none"> • 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


	<ul style="list-style-type: none"> • Professional accountability in relation to music as therapy • Governmental and local policy • Problem solving skills related to music as therapy <p>Musical skills</p> <p><i>Delivered in small groups</i></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Approaches to microanalysis of clinical musical material
Contact Hours	<p>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.</p> <p>Clinical seminars involving group supervision at UWE are scheduled for a further 32 hours.</p> <p>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.</p>
Teaching and Learning Methods	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will participate in a regular closed training group during the course day (8-10</p>

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

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				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	104	64	132	300
				

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:

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

Reading Strategy

Access and Skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. 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.

	<p>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.</p> <p>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.</p>
Indicative Reading List	<p><i>Core texts indicated in bold</i> Bunt, L. and Hoskyns S. (2014) <i>The handbook of music therapy</i>, London: Routledge</p> <p>Bunt, L. and Stige, B. (2014) <i>Music Therapy; an art beyond words</i>. London; Routledge</p> <p>Davies, A. and Richards, E. (eds.) (2002) <i>Music Therapy and Group Work</i>, London: Jessica Kingsley publications</p> <p>Health and Care Professions Council (2008) Standards of conduct, performance and ethics www.hcpc-uk.org</p> <p>Pavlicevic, M. (1999) <i>Music Therapy: Intimate Notes</i>. London; Jessica Kingsley publications</p> <p>Wigram, T. (2004) <i>Improvisation: methods and techniques for music therapy clinicians, educators and students</i>, London: Jessica Kingsley</p> <p>Wosch T. and Wigram T. (2007) <i>Microanalysis in Music Therapy: Methods, techniques, and applications for clinicians, researchers, educators and students</i>. London: Jessica Kingsley</p> <p>Journals: Nordic Journal of Music Therapy British Journal of Music Therapy</p>

Part 3: Assessment	
Assessment Strategy	<p>Component A: Portfolio of evidence</p> <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. The dual strategy of portfolio of evidence and viva presentation is designed to enable as comprehensive an assessment as possible of these competencies.</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"> 1. <i>Implementation of Music Therapy Skills</i>: musical skills, observation skills, verbal skills 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 due to consultation with placement providers, assessment and evaluation, safe

	<p>practice.</p> <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> <p><i>3. Personal development:</i> awareness of own feelings, managing difficult situations and conflict, use of initiative, learning behaviour</p> <p><i>4. Interpersonal skills and professional behaviour:</i> relationship with supervisor, response to feedback, relationship with staff and institution, responsibility</p> <p><i>5. Organisation and management skills:</i> Clinical note writing, team reporting, planning, punctuality, timing, resources, reliability, awareness of legal and policy issues.</p> <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, 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.</p> <p>Component B: Musical analysis assessment</p> <p>The use of a transcription and text involving a microanalysis of clinical material 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.</p>
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Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of evidence (report 1500-2000 words)	Pass/fail	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
Transcription and analysis of student's clinical extract (3000 words)	100%	

2.(etc)	
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Resit (further attendance at taught classes is not required)	
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
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1. Portfolio of evidence (report 1500-2000 words)	pass/fail
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2.(etc)	
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Component B Description of each element	Element weighting (as % of component)
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Transcription and analysis of student's clinical extract (3000 words)	100%
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2.(etc)	
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<p>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.</p>
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