



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Music Therapy Professional Practice with Children and Young People				
Module Code	USPK7D-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 credits	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		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 an applied understanding of the position of music therapy within a range of child and adolescent organisational settings and the appropriate music therapy techniques and skills (Component A and B) • Demonstrate a comprehensive understanding and competent use of musical and extra musical techniques and skills applicable to each student's area of work in the clinical context of child and adolescent work and for use in a wide range of contexts with children (Component A and B) • Critically develop an awareness of contemporary developments within the area of working with children and young people (Component A) • Critically evaluate the practical application of music therapy and practice skills for work with children and adolescents within different clinical contexts(Component A) • Demonstrate initiative, personal responsibility and awareness in management of professional practice issues in complex and unpredictable, specialised contexts based on an overview of the issues governing good practice. (Component A) • Work effectively and competently in an inter-professional context and manage

	<p>organisational aspects of practice competently (Component A)</p> <ul style="list-style-type: none"> • Demonstrate an awareness and ability to manage the implications of legal and ethical dilemmas working proactively within a multi-professional team (Component A)
Syllabus Outline	<p>Each student will visit three different health care and educational contexts to provide the contextual understanding of children and young people in different environments. If not all visits are possible in a year these can be made in subsequent years on the programme.</p> <p>Placement: Students will be expected to observe a music therapist working with children and be responsible for one individual child's/young person's music therapy over a sustained period. It is expected that students will assist in other individual and/or group work with children or adolescents if available. Students will receive clinical supervision on the placement from a state registered music therapist. If it is not possible for a music therapist to be on site the student will receive weekly individual supervision from one of the core team, all of whom are qualified and are state registered music therapists.</p> <p>In addition all students will receive weekly clinical seminars on the course which is the equivalent of group supervision. If the student is supervised by a member of the core team then the clinical seminar leader will be a different member of the core team.</p> <p>Therefore each student will receive different perspectives on their work regularly.</p> <p>Students will also take part in a regular experiential talking group throughout the year.</p> <p>Students will receive their own personal therapy from a registered Arts therapist or a psychotherapist registered with a recognised body. This therapy will be external to the course, and will not form any part of formative or summative assessment. It is, however, a requirement of the HCPC that a minimum of 40 hours of personal therapy is experienced during the three years of training.</p> <p>Counselling skills</p> <p><i>Delivered through experiential workshops and lectures</i></p> <p>Empathy, congruence, genuineness Self-awareness Focused listening Paraphrasing Reflective feedback Questioning techniques</p> <p>Professional practice issues</p> <p><i>Delivered through lectures and training on placement</i></p> <p>Referral and assessment procedures Record keeping, report writing and evaluation Safeguarding Boundaries The therapeutic frame Confidentiality Applied legal and ethical issues Cultural and gender issues Institutional dynamics Power relationships Code of conduct</p> <p>Consideration of contexts</p>

	<p>Contemporary Frameworks, including evidence based practice</p> <p>Clinical musical skills</p> <p><i>These will be delivered in small group seminars and workshops</i></p> <p>Communication e.g.: acute listening and observation, elements and building-blocks of sound and music Use and handling of silence Extension of instrumental and vocal techniques small group keyboard work small group guitar work voice workshops movement workshops percussion workshops emergent music therapy skills of matching, reflecting and early supportive techniques concept of musical containment, holding and empathy</p> <p>Methods of analysing musical interactions and music therapy sessions Techniques for musical elaboration, extension and challenging (in particular relation to improvisation)</p>
Contact Hours	<p>On average a student will spend 144 hours on placement although this may vary according to setting. This will contribute to a minimum of 450 hours on placement that must be achieved for completion of the programme. A minimum of 12 hours of clinical supervision is included in this. Occasionally clinical supervision will take the form of online supervision because of geographical challenges, and in this case the student must provide recordings of the work to the supervisor in advance.</p> <p>Clinical seminars at UWE offer each student 30 hours, with a further 30 hours of musical skills teaching and 15 hours of professional skills teaching in the form of seminars or lectures and 8-10 hours of experiential training group. In addition the student receives 1.5 tutorial hours a year as a minimum. Therefore the total number of hours provided off placement is 84.5.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which will include: individual supervision, lectures, experiential workshops, seminars and visits</p> <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. Contextual visits to other settings total a number of 9 hours.</p> <p>For some students, individual placement supervision may take the form of synchronous virtual form if the student is on placement at a distance. If this is the case, supervisors will also need to view video recordings of the clinical sessions with the students.</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, and</p>

emergent music therapy skills 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 develop their understanding of dynamic processes.

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 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	96	72	132	300



Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	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.

Further Reading
 Further reading will be required to supplement the set text and other printed readings. For this practice module students are expected to identify further reading relevant to the clinical focus of the placement. 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 texts indicated in bold</p> <p>Bunt, L. and Hoskyns, S. (2013) <i>The Handbook of Music Therapy</i> (2nd ed.) London: Routledge.</p> <p>Health and Care Professions Council (2008) <i>Standards of conduct, performance and ethics</i> www.hcpc-uk.org</p> <p>Wigram, T. (2004) <i>Improvisation: methods and techniques for music therapy clinicians, educators and students</i>, London: Jessica Kingsley</p> <p>Journals: British Journal of Music Therapy Nordic Journal of Music Therapy Voices.www</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 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 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 practice. <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"> 3. <i>Personal development</i>: awareness of own feelings, managing difficult situations and conflict, use of initiative, learning behaviour 4. <i>Interpersonal skills and professional behaviour</i>: relationship with supervisor, response to feedback, relationship with staff and institution, responsibility 5. <i>Organisation and management skills</i>: Clinical note writing, team reporting, planning, punctuality, timing, resources, reliability, awareness of legal and policy issues. <p>The clinical supervisor rates each main category using percentages, and the placement manager rates each section according to a rating scale linked to the marking grid : inadequate/ satisfactory/ very good/excellent.</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</p>

	<p>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. 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 skills exam The structured musical skills exam held in house allows a number of specific musical proficiencies to be assessed later in the year and lasts 30 minutes. The professional practice portfolio allows for the developing therapeutic and professional skills associated with practice to be assessed in detail through appraisal, reflective record and case study writing. The portfolio will contain a record of the hours spent on site and in personal therapy so as to satisfy HCPC requirements.</p> <p>Formative assessment opportunities are in-built within the module delivery; students receive feedback every week through clinical supervision and clinical seminar for their practice skills, and feedback through taught musical skills classes, including feedback for skills tasks set weekly and explored in class.</p>
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Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A: P/F	B: 100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Practice portfolio	Pass/fail	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1.Musical skills examination (30 minutes)	100%	
2.(etc)		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Practice portfolio	Pass/fail	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1.Musical skills examination (30 minutes)	100%	
2.(etc)		

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.