



Module Specification

Music Therapy Professional Practice with Children and Young People

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	5
Part 4: Assessment.....	7
Part 5: Contributes towards	10

Part 1: Information

Module title: Music Therapy Professional Practice with Children and Young People

Module code: UZVK7D-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: 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.

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Students will be expected to observe an infant with caregiver in preparation for the music therapy observation.

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.

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.

Therefore each student will receive different perspectives on their work regularly.

Students will also take part in a regular experiential talking group throughout the year.

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.

Counselling skills

Delivered through experiential workshops and lectures:

Empathy, congruence, genuineness

Self-awareness

Focused listening

Paraphrasing

Reflective feedback
Questioning techniques

Professional practice issues

Delivered through lectures and training on placement:

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

Consideration of contexts

Contemporary Frameworks, including evidence based practice

Clinical musical skills

These will be delivered in small group seminars and workshops:

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

Methods of analysing musical interactions and music therapy sessions

Techniques for musical elaboration, extension and challenging (in particular relation to improvisation).

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of approaches will be used which will include: individual supervision, lectures, experiential workshops, seminars and visits.

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.

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.

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, and 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 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. 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.

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. 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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

MO2 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

MO3 Critically develop an awareness of contemporary developments within the area of working with children and young people

MO4 Critically evaluate the practical application of music therapy and practice skills for work with children and adolescents within different clinical contexts

MO5 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

MO6 Work effectively and competently in an inter-professional context and manage organisational aspects of practice competently

MO7 Demonstrate an awareness and ability to manage the implications of legal and ethical dilemmas working proactively within a multi-professional team

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 72 hours

Placement = 132 hours

Face-to-face learning = 96 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspk7d-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uspk7d-30-m.html>

Part 4: Assessment

Assessment strategy: Assessment task 1: 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 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.

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 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.

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. 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.

Assessment task 2: Therapeutic musical awareness assessment

Microanalysis of a segment (2-4 minutes in length) from a video or audio recording of a music therapy session (2500 words). This may include consideration of the following:

- The therapist's choices in supporting or responding to the client.
- The client's presentation and behaviours.
- Musical processes in the excerpt.
- The relationship of the excerpt to the client's overall therapeutic process.

Graphic score and/or traditional musical notation can be used to support written reflections.

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.

Assessment tasks:

Portfolio (First Sit)

Description: Practice portfolio

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Written Assignment (First Sit)

Description: Microanalysis of audio/video excerpt

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Portfolio (Resit)

Description: Practice portfolio

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Written Assignment (Resit)

Description: Microanalysis of audio/video excerpt

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Therapeutic Music Studies [Glenside] MA 2023-24

Music Therapy [Glenside] MA 2023-24