



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Supervision Training for Music Therapists		
Module Code	USPKJD-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	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Features:</b> Module Entry Requirements: Students must have a PGDip or Master's degree in Music Therapy from one of 7 recognised UK trainings plus registration as Arts Therapist with HCPC with current access to practice.</p> <p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> Introduction to Supervision Models:</p> <ul style="list-style-type: none"> <li>Supervision in healthcare</li> <li>History of music therapy supervision</li> <li>Co-creation of professional identity</li> <li>Use of musical processes in supervision</li> <li>Educational factors in supervision</li> <li>Psychodynamic supervision</li> <li>Importance of listening and hearing</li> <li>Different media.</li> </ul> <p>Professional practice:</p>

## STUDENT AND ACADEMIC SERVICES

Establishing a contract  
Record keeping  
The context of ethics and professional conduct  
The Creative Arts context  
Recording and illustrative records.

Client groups:

Student supervision  
The new practitioner  
The experienced practitioner  
Keeping the client in the frame  
Working with disturbance  
Institutional dynamics

Group supervision models:

Theory and practice of Balint supervision  
Working with other professional groups  
Case studies and scenarios  
Working with difference

Ethics and professional context:

Professional body requirements  
HCPC code of conduct, performance and ethics  
Supervisory practices within the arts therapies  
Supervisory practices within psychotherapy

Use of creative materials:

Musical Dyadic improvisation  
Musical Group improvisation  
Parallel process within musical processes  
Use of recorded music within supervision  
Use of visual materials within supervision  
Use of mandalas to represent supervisory relationship  
Use of other art forms for processing experiences.

This module will equip students to develop their own practice as a music therapy supervisor in varying contexts and to recognise their own limitations within this process.

**Teaching and Learning Methods:** Teaching and learning methods will include the learning experiences listed below.

Scheduled learning – the workshops will include seminars, demonstrations, lectures, small group activities, individual and paired work and group discussions. Students will be asked to prepare papers and reports for discussion.

Following an online induction over 2 days students will be assigned a particular supervision group facilitated by one of the course tutors and will bring material from their own practice to discuss in this confidential space. This group will meet monthly on the course day in the afternoon. Seminars and lectures will take place in the morning.

Independent learning includes hours engaged with essential reading, further reading, reflective writing and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.

This module involves experiential delivery in the form of face-to-face workshops with music therapy staff who are experienced supervisors of music therapists, training music therapists and other healthcare professionals. The course will involve an intensive 2 day online workshop, followed by a day a month face-to-face for the remainder of the course, ending with 2 days for

## STUDENT AND ACADEMIC SERVICES

viva presentations. Supervision practice will involve a minimum of 12 hours of supervision with further associated hours for supervision, reflection and case notes.

This module generates 300 hours of study time, 48 hours of which will be spent on formal contact time in seminars and workshops. Students will be expected to spend:

60-80 hours on supervision practice and associated activities

120-130 on independent learning

40-45 hours on assignment preparation and delivery

### Part 3: Assessment

#### Summative assessment

The portfolio will be professionally assessed by course tutors and practice placement educators and the summative assessment of both portfolio and viva will be linked to the standards of performances, conduct and ethics identified by the HCPC and will be clearly identified through the appraisal process of the portfolio and the written feedback from the viva. All learning outcomes will be based on a professional practice portfolio and a viva presentation of a maximum of 30 minutes to the student cohort and examiners, followed by a discussion of 15 minutes maximum. The portfolio will include a log of hours spent on supervision activity, a written case study of the student's own supervision work, a reflective account of supervision received, an appraisal from the seminar group leader, a self-appraisal and a reflective reading account. The word count within the portfolio excluding appraisals and logs will amount to 5,000 words.

#### Formative assessment/feedback

Opportunities for students to gain feedback on their developing understandings and knowledge and their musical, supervisory and critical evaluation skills will be embedded throughout the module, e.g., in group seminars, discussions and small group activities. Students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	0 %	Practice portfolio Pass/Fail
Presentation - Component B		100 %	45 minutes(maximum) viva presentation
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	0 %	Practice portfolio Pass/Fail
Presentation - Component B		100 %	Viva presentation of a maximum of 45 minutes

## STUDENT AND ACADEMIC SERVICES

<b>Part 4: Teaching and Learning Methods</b>																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Demonstrate a robust critical reflexivity in their own supervision practice</td> <td>MO1</td> </tr> <tr> <td>Demonstrate a detailed understanding of a range of supervision approaches used when supervising creative therapy practitioners</td> <td>MO2</td> </tr> <tr> <td>Critically engage with current research and practice around creative arts supervision</td> <td>MO3</td> </tr> <tr> <td>Demonstrate a critical engagement with the complex nature of supervision involving music therapy students on placement</td> <td>MO4</td> </tr> <tr> <td>Critically evaluate the boundaries and limitations of the student's own supervision</td> <td>MO5</td> </tr> <tr> <td>Demonstrate detailed awareness and implementation of ethical standards and conduct when using supervisory approaches consistent with the ethical guidelines of the British Association of Music Therapists (BAMT) and the HCPC</td> <td>MO6</td> </tr> <tr> <td>Demonstrate a competent use of listening and improvisation in music as part of the supervision process</td> <td>MO7</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Demonstrate a robust critical reflexivity in their own supervision practice	MO1	Demonstrate a detailed understanding of a range of supervision approaches used when supervising creative therapy practitioners	MO2	Critically engage with current research and practice around creative arts supervision	MO3	Demonstrate a critical engagement with the complex nature of supervision involving music therapy students on placement	MO4	Critically evaluate the boundaries and limitations of the student's own supervision	MO5	Demonstrate detailed awareness and implementation of ethical standards and conduct when using supervisory approaches consistent with the ethical guidelines of the British Association of Music Therapists (BAMT) and the HCPC	MO6	Demonstrate a competent use of listening and improvisation in music as part of the supervision process	MO7
<b>Module Learning Outcomes</b>	<b>Reference</b>																
Demonstrate a robust critical reflexivity in their own supervision practice	MO1																
Demonstrate a detailed understanding of a range of supervision approaches used when supervising creative therapy practitioners	MO2																
Critically engage with current research and practice around creative arts supervision	MO3																
Demonstrate a critical engagement with the complex nature of supervision involving music therapy students on placement	MO4																
Critically evaluate the boundaries and limitations of the student's own supervision	MO5																
Demonstrate detailed awareness and implementation of ethical standards and conduct when using supervisory approaches consistent with the ethical guidelines of the British Association of Music Therapists (BAMT) and the HCPC	MO6																
Demonstrate a competent use of listening and improvisation in music as part of the supervision process	MO7																
Contact Hours	<table border="1"> <thead> <tr> <th colspan="2"><b>Independent Study Hours:</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">252</td> </tr> <tr> <td style="text-align: center;"><b>Total Independent Study Hours:</b></td> <td style="text-align: center;">252</td> </tr> <tr> <th colspan="2"><b>Scheduled Learning and Teaching Hours:</b></th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">48</td> </tr> <tr> <td style="text-align: center;"><b>Total Scheduled Learning and Teaching Hours:</b></td> <td style="text-align: center;">48</td> </tr> <tr> <td><b>Hours to be allocated</b></td> <td style="text-align: center;">300</td> </tr> <tr> <td><b>Allocated Hours</b></td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	<b>Independent Study Hours:</b>		Independent study/self-guided study	252	<b>Total Independent Study Hours:</b>	252	<b>Scheduled Learning and Teaching Hours:</b>		Face-to-face learning	48	<b>Total Scheduled Learning and Teaching Hours:</b>	48	<b>Hours to be allocated</b>	300	<b>Allocated Hours</b>	300
<b>Independent Study Hours:</b>																	
Independent study/self-guided study	252																
<b>Total Independent Study Hours:</b>	252																
<b>Scheduled Learning and Teaching Hours:</b>																	
Face-to-face learning	48																
<b>Total Scheduled Learning and Teaching Hours:</b>	48																
<b>Hours to be allocated</b>	300																
<b>Allocated Hours</b>	300																
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/uspjkd-30-m.html">https://uwe.rl.talis.com/modules/uspjkd-30-m.html</a></p>																

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: